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WE ask those who change their addresses to notify us at once—give old and new address.

THE JOURNAL, bear in mind, was not issued July 26 and August 2. Many have written for copies of those dates. Notice was given, but evidently has been overlooked. We are glad every number is held so precious; we want to make it so.

EACH year the mountains, and springs, and lakes, are more and more frequented. Teachers and churches are taking advantage of this new exodus from the cities and plains, to advance their interests. Where the people go they go, carrying the gospel of health, happiness, and peace, through pure air, water, and new education doctrines. One of the most famous of these centers of light and health is found in almost the geographical center of Arkansas on Mt. Nebo, a mountain rising above the bottom lands 1,300 feet, and 1,900 feet above the ocean. Here is a table a mile and a half long, and three-fourths of a mile broad, abundantly supplied with water, and far removed from the heat of the valleys. The views here are grand beyond description. It would be interesting to describe minutely, everything about this mountain and we may do so at some future time. But the point of greatest interest to the readers of THE JOURNAL is, that this is the Jerusalem of the Arkansas teachers. Hither their tribes go up, year by year. Here is their tabernacle; here their hotel; here their

summer school; here the annual meeting of their state teachers' association. Now why cannot every state have its Jerusalem? What a grand idea it would be to have an educational center in each state around which might grow and cluster, from year to year, the relics and memories of the past, and where could originate well-digested plans for the future. We grow by concentration. The rolling stone gathers no moss. When shall we learn the wisdom of these old maxims?

The stars shine with wonderful brilliancy on Mt. Nebo, for there is no dew there; it is above the clouds, and one of the highest points between Galveston and the North Pole. But the brightest star that shines there is Education. Whenever the distant traveler on the hot plain sees Nebo he says, "Education!" It is a synonym for culture and advancement. Each state wants such a synonym. Chautauqua is one, Mount Eagle is another, Martha's Vineyard, Glens Falls, and Morehead City are others. These are a few among many, but we need more—many more. Tens of thousands of teachers need normal instruction, who cannot go to normal schools; for these our summer schools are centers of light and strength. We believe that the educational summer school interest is but just in its infancy. Let it grow.

IN a recent trip through Ohio, a gentleman of evident intelligence and culture, took the vacant seat by our side. It was not long before we were engaged in an animated conversation. His thorough familiarity with the "Buckeye" state gave us the opportunity of making many inquiries concerning its resources and its advantages. After we had somewhat exhausted coal, iron, natural gas, and agricultural wealth, we asked, "How about your educational facilities?" The answer was made immediately: "No state in the Union stands higher in this respect than Ohio, excepting Massachusetts. Our colleges are numerous and first-class. No cities have better systems of education or better administered than Cincinnati, Columbus, and Cleveland. Our educational men are considered the best in the Union, and altogether I think Ohio's educational condition could not be improved." This was a very decided speech delivered in an undoubted spirit of sincerity. "How about your normal schools?" we inquired. "We have one at Lebanon, which is considered the best in the United States." "But how many state normal schools have you?" "None at all, and I think we are just as well off without them." We suggested that Massachusetts had four, New York, ten; and most of the other states one or more each. This seemed to surprise our friend for his inquiries indicated that he was not aware of the fact we had mentioned. "How are your institutes supported," we asked. "By the voluntary efforts of the teachers themselves," he answered, and continued, "I do not believe in normal schools or teachers' institutes. For several years I was county superintendent in Indiana, and my opinion is that these new ideas in education are humbugs. The old is better; we have no state normal schools or state institutes in Ohio, and I hope we shall not have them for a hundred years to come." This remark was so much like the famous wish of one of the early governors of Virginia that we could not help mentioning the fact. The conversation lagged after this episode and nothing more was said worthy of record. The gentleman's name we did not learn, but a glance at the pass he presented to the conductor showed us that he was one of Ohio's state senators.

IN the progress of education the states are learning many valuable lessons from each other, especially is Arkansas, showing how some things can be done as well as others. Two years ago the

State Teachers' Association met on top of Mt. Nebo a peak 1900 feet high, about 80 miles northwest of Little Rock, and resolved to establish a normal school. The result was that this year ten acres of beautiful ground was found well fenced, a large amphitheater erected, a summer hotel capable of accommodating 100 boarders finished, a lecture hall prepared, and two beautiful colleges completed, and better than all, a summer normal school of six weeks organized. This is a grand beginning and argues well for Arkansas. Arrangements are completed for continuing this school from year to year. The term just closed was the first normal school ever held in this state, but it is by no means the last. It is only a succession of a long number of schools that will continue for generations to bless this old state. A new era is dawning everywhere. Teaching is to be the most honored of all the professions. Pay is to grow better and better, and permanency more and more assured. How do we know? This is how we know. Teachers are taking the lead, and they mean business. Political parties cannot much longer dictate terms to teachers, for the scales are turning and soon teachers will dictate terms to them. It is an everlasting shame that teachers have not stirred themselves before, but the time has come, and the word has gone forth, that in educational matters teachers are to be their own judges. Arkansas is setting the other states a magnificent example.

A STRIKE was begun last week on the New York Central & Hudson River Railroad, in this city, but it occasioned only a limited inconvenience. It was started by the Knights of Labor because, business being dull on the roads, the managers discharged some men, and not the ones the Knights were willing should go.

Inconveniences will be felt for many years from strikes; for they are directed by ignorant men, who have an organization at their back. An organization is a power like a gun; it is a machine. If it is not managed with wisdom it will do a great deal of damage. An insane man with a Remington repeater might do a great deal of harm. These Knights have knowledge enough to construct an "organization," but they have not knowledge to employ it beneficially, or even productively. For example, the cigarmakers' union raise a half million annually, and then let this huge sum slip away into the hands of delegates, chairmen, and all that humbugery.

In the case of the railroads the Knights propose to use their organization to compel the employment of certain men! They have power, but don't know how to use it. The teacher may make a good use of this incident, in impressing on the minds of his boys the evils of being under the dictation of organizations that are not directed by sound judgment.

THE Catholic Mirror openly confesses "its" position to the public school system in this country. Its position is clearly stated when it questions the "wisdom of a government like ours assuming the functions of public instructor beyond the narrow limits." It goes even farther and demands that "the state normal school incubus that has fastened itself upon the public mind," should be lifted. In our opinion, the day is far distant when normal schools will be abolished. They have come to stay, because the public school system of instruction has come to stay. It seems strange that any body of men should oppose any system of unsectarian public instruction. In no land on the face of the globe is there more freedom for the expression of religious opinions than here. Church instruction is just as free as state instruction. Why not rest here and stop this contention about the existence of so beneficent an institution as the public school?

HIS HEART IS NOT THERE.

In a conversation with a friend concerning a teacher who has not been remarkably successful in his work, he said, "His heart is not there."

"True," we said, "that is a fact; his heart is not in his business." Since this conversation we have thought over this man. Often we have met him, and as often conversed on subjects of common interest, but never, as far as we can remember, has any question concerning scientific teaching, or the history of education, been suggested. He has no interest in special educational literature, teachers' associations, or professional papers. He is eminently self-satisfied with himself; in other words, he is so self centered that he is *dead*. If all teachers were like him, books on teaching, papers on professional subjects, and county, state, and national associations, would all be things of the past. Why he teaches we know not, unless it is that he is in, and can't very well get out.

It must not be understood that this man is bad; on the other hand, he is good, but it is a negative goodness. The truth is, he lacks grip. His health is excellent, his appearance first rate, and his general make up good, but he wants more heart. Lukewarmness is his disease. He is neither cold nor hot. No one ever accused him of cruelty in his school. He is too kind hearted. No one says he is an old fogey, for he adapts himself to the district where he is. When he is among new education men he is new education, and when among the old education men he is old education, as far as he is anything, but he is so exceedingly "prudent" that it is difficult to pin him down to anything. In church matters he is as much of a mollusk as in educational. By profession he is a Methodist, but his brethren say he attends other churches as much as, if not more than, his own. He fails to fix himself anywhere. In politics he is eminently non-committal. When asked his opinion concerning the tariff he answered, "It depends upon circumstances." A teacher inquired what he thought concerning manual training; he said, "Yes and no," and went on in a rambling talk that plainly showed he knew nothing about the subject. He recently said, "The new education is good as far as it is good, and so is the old. You must select." So he goes on wasting his life, in a non-committal sort of way, nothing in particular and everything in general.

His is a sad instance of want of heart. As the years go by he is becoming discouraged and sad, and will soon drop out of sight, taking his place among the great army of forgotten mortals, who are constantly slipping off into the bottomless sea of oblivion.

We urge all young teachers to profit by this melancholy life. Have aim. Get down to business. Take hold of something, and make a business of it. The other day we met a young teacher who has commenced right, and is keeping on right. In addition to his other reading he has mastered all of Plato, as much as any one can master him, and his paper on his educational opinions was one of the best we have seen on this subject. This year he will take hold of Aristotle in the same way. It is safe to say that one of these days this young man will be heard from. He has point, aim, definiteness, and purpose, and his teaching will be a success. Of this there can be no doubt.

Who and what is a teacher? What he now is, is pretty well known. He is the recipient of a salary and is liable to go if the political authorities say so—no matter how able he may be, no matter how exalted his influence in character building. What is to be the remedy? We must have a reform in the government of municipalities. Of all the short-sighted foolishness organized into a regular business there is none greater than that practiced by the two great parties—now only divided by tariff ideas. Why in New York, or Albany, or Boston strive to elect a Democrat or a Republican? What has the tariff to do with the government in these cities? Yet men, good and true in everything else but politics, vote for a party man every time. This foolishness must be stopped.

In its place good men, whether Republican or Democrat, or neither, must be put up and elected. What a showing this city makes if the antecedents of the political bosses are inquired into! Professional politicians, gamblers, "dive" keepers, liquor dealers, pugilists, "toughs," and "sluggers," hold sway.

What is true here is true in most towns in a less degree, but everywhere the game of politics is played, and it tends everywhere to disorganize and undo the work of the school. The teacher and the politician are at opposite poles; the former does not speak out his mind about the latter, but he does a great deal of thinking.

At last in this city the preachers have opened their mouths. One says, "Provided the men be capable and honest their preference for one party or another has no more relevancy than the color of their eyes or the length of their feet." If this reform can be effected, the schools will double in power; good men will not keep their grip-sacks packed by the side of their beds.

Now we ask the teachers, "Are you going to do anything to propel this movement?"

THE doctors are just now, as never before, investigating the nature of diseases. During all the ages past no one has known the causes of typhoid fever, consumption, and most of the other ills that flesh is heir to. Now there is a general determination to find out. In other words the doctors are becoming convinced of the necessity of a scientific spirit. But why should teachers not become convinced of the necessity of the same spirit? They should, but what questions need to be answered? First of all is the general one: How can the mind of the child be the quickest brought to realize the abstract? But this is a hard question. Let us take a few easier ones leading up to it, among which we would suggest the following. Does the process of learning how to spell a word without knowing its meaning promote or hinder mental power? Does the study of formal grammar help the learner to any appreciable extent to speak and write the English language with correctness and fluency? Is it scientific to require all pupils in a certain grade to study the same branches at the same time? These questions have often been asked, but as often evasive answers have been given to them. It is time now to answer these questions finally.

ANOTHER question in addition to those suggested in the foregoing paragraph, demands just now a decided answer. It is this: How do the faculties of a child unfold, in what order, with what strength, and what promotes their healthy growth? The answers to this question are exceedingly important. How can we teach what we know nothing about? We have answered this question as far as text-book knowledge is concerned, but we have not answered it as far as the knowledge of the child is concerned. It is true we have two or three volumes on this subject, but they are only suggestions of what the coming book is to be. This will take up the child and discuss it as algebra, geometry, electricity, are now discussed. We ought to have this year a thousand students of the child in our country, comparing views, and settling a few fundamental facts beyond a question or a doubt. If this course should be pursued for several years the long looked for science of education would soon appear. At present it is a question whether this science is advanced enough to be of much practical value to the working teacher. We urge our readers to give such attention to these suggestions as their importance demands.

A NEW impulse seems to be felt this year, in the public schools, to present more earnestly the bad influence of alcohol and tobacco. One of the great obstacles has been (and for that matter is now) a fear of the trustee or patron who is a maker or vender of these things. The teacher in some cases has to speak very carefully; but the law sustains him in presenting the matter to the children; it commands him to do it; that must be his excuse.

THE "HENRY BARNARD FUND."

Pedagogical Dept. N. Y. University,	\$250.00,
New York School of Phonography,	10.00,
South Dakota Normal School,	13.00,
A Friend, E. B.,	5.00,
Oswego Normal School.	30.00,
R. H. Caruthers, Louisville,	1.00,
Grace Gilfillon, St. Louis,	5.00,
G. G., Pittsburgh, Pa.,	2.00,
A Teacher, New York City,	1.00,
E. Cutter, " "	1.00,
J. W. Schermerhorn, N. Y. City,	1.00,
H. T. Bailey, N. Scituate, Mass.,	2.00,
Reading Class, Normal School, Castleton, Vt.,	1.00,
Teacher, Phillipsburg Pa.,	1.00,
R. H. Quick, Redhill, Surrey, Eng.,	10.00,
W. V. Rodrigues, Havana, Cuba,	1.00,
Eliza M. Elliot, Guilford, Ct.,	14.00.

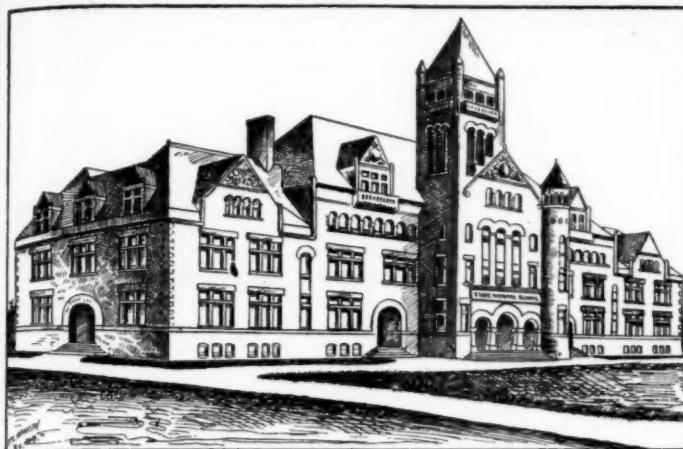
Commissioner W. T. Harris says: "I consider the matter of very great importance. If you can succeed in arousing the educational forces to respond in the sum of \$10,000, I do not know of anything that will redound more to the credit of the men and women who are engaged in the work of education."

THE publishers of THE SCHOOL JOURNAL put out No. 1, of a leaflet entitled "Eminent Educators," for advertising purposes. The Boston *Journal of Education* saw it, and on May 8, in order to be ill-natured, remarked of it: "In which they place as No. 1, Jerome Allen, their own editor." The assumption by the Rev. A. E. Winship, and the Hon. W. E. Sheldon, that "No. 1" had any connection with the picture which followed was a purposed misrepresentation. We rebuked the Rev. A. E. Winship, and the Hon. W. E. Sheldon, for assuming that the "No. 1," had anything to do with the picture which followed—we declared their conduct unworthy of those who professed to be leaders of teachers. Now what further? On August 14, these eminent gentlemen declared it was not ill-nature that made them misrepresent the employment of the "No. 1." It must then have been ignorance. Suppose the 100th number of the leaflet had been reached, and on the side was "Eminent Educators, No. 100," with a portrait of Hon. W. E. Sheldon, ex-president of the "National Teachers' Association," would any but a school boy infer that this implied that there were ninety-nine grades ahead of said Sheldon? and yet that is what these great men tell us would be their inference. Oh, pshaw! What a crawl out! Why not act like men Messrs. Sheldon & Winship. You know you acted meanly, and misrepresented us, May 8.

IT is not too early for the teacher to plan to have the clergyman preach on the subject of education before the school shall open this fall. If there are two clergymen have both preach. We know of one case where there were six in a town, and six sermons were delivered. It is a great mistake for the teacher not to call on the preacher and get his aid. Both are teachers—in different lines of action; both are at work for the good of humanity. We urge the teachers to act in this matter; don't let the day slip by. Let all the people know that the preacher is on the side of good schools; they will esteem your work the more on that account.

THE present age is one of invention. The one just gone busied itself about reconstruction. The last of the past century produced such a band of advocates of constitutional liberty as the world had never before seen. Before them appeared the greatest literary statesmen of any age. Now let us see the order of succession: literary statesmen—of whom Pitt is a conspicuous example—constitutional philosophers, among whom Franklin was foremost—reconstructionists, of whom Lincoln is the greatest—inventors, of whom Edison is the leader. What will be next? Evidently progress, but in what direction? We believe in the direction of larger tolerance, greater liberality in doctrine, and more complete and universal intelligence. Books will be cheaper, communication quicker, education far more broad and efficient, and religion more intimately connected with morality. The world is not a tenth as large as it was a hundred years ago, and it will keep on contracting until a universal bond of sympathy unites all nations into one brotherhood. This is not a dream but a prophecy, based upon the certain deductions of history.

NOTHING shows the progress of civilization more than the fact that in the city of Madras there are ten colleges in which are now 5,500 students, and that all these students speak, read, and write English.



THE NEW STATE NORMAL SCHOOL AT PLATTSBURGH, N.Y.

The Plattsburgh normal school, which opens Wednesday, September 3, is the eleventh normal school established by New York state. The building is of brick with sandstone trimmings.

On the first floor are reception and society rooms, a room for faculty meetings, the grammar department, with six school-rooms, and the principal's general office. This last named room, by a system of electric bells and speaking tubes, is connected with all parts of the building; it also contains a program clock, which, by the aid of electric wires, is intended to reduce the class-room work to a system. All the rooms are lighted by large windows; over these and the doors are transoms to give light and ventilation. Much attention has been paid to ventilation, and each room has a large ventilator placed in the ceiling, through which pure air is drawn, while the impure is pumped out by means of a fan, operated by steam, located in the attic.

In the second story is the assembly room, 44x55 feet in size, and 22 feet in height; the large library room, 42 x28 feet in size. The ancient and modern language rooms, history, literature, mathematics and method rooms are on this floor.

The rooms devoted to science, elocution, music, drawing, the chemical laboratory and apparatus rooms are in the third story.

The lecture room is a fine one, and will be furnished with opera chairs.

The faculty is as follows:

Fox Holden, A.M., LL.B., principal, history and philosophy of education.

Myron T. Scudder, A.M., classics.

Geo. T. Hudson, natural sciences.

Mathematics (to be supplied).

Miss Thankful M. Knight, preceptress and methods.

Miss Mary M. Lyon, English and history.

Miss Alice O'Brien, elocution and physical culture.

Miss Helen M. Palmer, French and German.

Miss Sara J. Stewart, principal and critic in school of practice.

Miss Eliza Kellas, critic.

Miss Lizzie Garrity, critic.

MEANS OF PROFESSIONAL IMPROVEMENT.

I.

We must know first, what is professional, and second, what is improvement. The scientific is always professional, but what is the scientific? Concerning this there is much difference, but cannot the marks of professional work be named?

Let us see.

The first is the truth that the search for error is often rewarded with the finding of truth. The question which the honest seeker after right is constantly asking is, Have I found the truth? and this he answers with confidence when he sees in what he is examining the unmistakable marks of error. Now let us ask for a moment what these marks of truth are.

a. *The end must be consistent with the means.* For example, a great effort is made in medicine to discover the cause of typhoid fever. A large number of persons are employed to make careful observations, that after all amount to little or nothing, for they are arranged in no order and with reference to no definite end. The result is no worthy conclusion can be reached. It is easy to see that if anything is inferred from such observations,

it will quite likely be erroneous. In education the effort is made to discover the exact place that manual training should occupy in a public school course of study. Many observations are recorded on what is supposed to be manual training work, but what in truth is nothing but a weak imitation of it. The result is either nothing of value or else positive error.

b. *That which is observed must be the truth.* If typhoid fever is to be studied, it must be typhoid and nothing else; if manual training, it must be manual training and nothing else. We must be sure that what we investigate is the real thing. There are a hundred questions in education that need to be settled, but which can never be determined unless the right observations are made on the right things, and at the right time. The world made no progress for many hundred years because truth was not valued. Speculation took its place. It was assumed, for example, that gold could be obtained by transmuting the baser metals into it. Nothing could shake the confidence of scholars in this doctrine. They believed in it as firmly as they believed in their own existence. Those who denied the proposition were not treated with argument, but with persecution. After a while it came to be believed that observation is the absolute basis of all true investigation. Then it was that the world began to progress, and to the following of this principle do we owe all the magnificent inventions of the present age.

c. *Professional improvement demands freedom from prejudice.* Prejudice is an astonishing exhibition of human weakness and depravity. Everybody condemns it, and yet everybody to some extent cherishes it. No man, however consecrated he may be to science, art, or religion, is free from it. It adulterates everything human, but yet it remains. No one has ever given the world the philosophy of its existence, and if he had it probably would have done no good, for it belongs to the unconscious part of our nature, and sticks to us without our will. The cause of prejudice is probably due to two things. First, the habit of judging from insufficient evidence, or believing things that are told us without investigating their truthfulness, and, second, self-interest. If it is contrary to my interest to believe a thing, I will most likely not believe it if I can help it. On the other hand, I am ready to believe what I am confident will serve my purpose. The scientific investigator has in him absolutely no selfishness. If he discovers anything useful, his greatest desire is to let it be known, or if he finds anything the use of which is not known, his impulse at once is to publish it to the world, that some one may make with it a useful application.

We have said that the professional is scientific. It is also true that the scientific is always inductive. So it comes that inductive methods give professional character to all kinds of work. The reason why so many teachers are not scientific is because they do not use inductive methods. Does any one reading this article ask, "How may I become professional?" The answer is plain. *Use inductive methods.* Is it asked, what are these? They are found on every page of all modern literature and science that is worth anything. Inductive methods have made the present age what it is, and they will make the next age as far ahead of the present as the present is ahead of the past. The only possible way of improving is to become scientific and this means, *become inductive, and so educative.*

In the next article we will show how professional improvement may be promoted by reading educational works.

SCIENCE TRAINING IN PRIMARY AND GRAMMAR SCHOOLS.

By PROF. GUSTAVE GUTTENBERG, Pittsburgh, Pa.

The meaning of the term "Science Training," as applied to the common schools, is training in the observation of nature and natural phenomena.

An ideal system of training, a system which enables us to apply our efforts most effectually and wisely and to secure the very best results, would probably be one which presents the objects of nature, including man; the natural laws and phenomena in their inter-relations and connections, and which, with a thorough knowledge of the faculties and powers of the child, arranges the

lessons in observing nature, with regard to these powers and with a view to their further development. Such a system, however, does not yet exist.

Let us imagine a boy observing a beautiful flower with its stem, its leaves, its sepals and petals, stamens, and pistils. A bee comes humming, alights upon the flower, attracted by the bright color of the petals, or by the sweet fragrance; it inserts its tongue into the nectary to sip the honey. The legs of the bee are yellow from the pollen which it brushes off from some other flower; some of the pollen adheres to the sticky stigma of the pistil and causes fertilization of the ovules. Near the flower are bushes and trees, above it is the blue sky, and in the sky the sun, supplying the flower with light and heat, which are necessary for the growth of the flower, and for the formation of chlorophyll. The flower grows beside a river, which divides two counties; the shore is strewn with hard smooth, rounded pebbles; these pebbles were once part of a rock which stands far up the river; the air, the rain, the frost caused the rock to crumble; the pieces were tumbled and tossed about by the current of the water until they were round and smooth. Let us suppose that while the boy is observing these things and reasoning about them, dark clouds come up and obscure the sky; flashes of lightning dart about and the thunder rolls; the rain prepares to come down in torrents, so that our young observer betakes himself to his home to keep from taking cold.

The flower is studied during the term devoted to botany, the bee has to wait until the term for zoology begins, the pebble is treated another year in geology, the lightning in physics, and the care of the health is the term assigned to hygiene. While this system has its advantages it will be retained only until a more rational and natural one has been perfected.

A committee consisting of representatives of Harvard and Wesleyan universities, Princeton and Williams colleges, and some others, appointed by the American society of naturalists to consider the subject of science in schools, recommends for primary and grammar schools the following:

"1. Instruction in natural science should commence in the lowest grades of the primary schools and continue throughout the curriculum.

2. In the lower grades the instruction should be chiefly by means of object-lessons: and the aim should be to awaken and guide the curiosity of the child in regard to natural phenomena rather than to present systematized bodies of facts and doctrines."

The following plan is then suggested, subject to changes and variations according to the conditions and surroundings of the schools: In the primary schools and in the lower grades of grammar schools, the study of plants and animals should be the main part of the scientific work; the botanical instruction should commence with such simple exercises as drawing and describing different forms of leaves, and should gradually advance to the easier and more conspicuous flowers, and later to the more obscure and difficult forms of flowers, and fruits and seeds.

The zoological instruction in the lower schools should not attempt a systematic survey of the whole animal kingdom, but attention should be directed chiefly to the most familiar animals, and to those which the pupils can see alive. The common domestic mammals should first be studied, and later the birds, lower vertebrates, insects, crustaceans, and mollusks. While the range of zoological instruction must be limited as regards the number of forms studied, those few familiar forms should be so compared with each other as to give the pupils, very early, some conception of the main lines of biological study—morphology, physiology, taxonomy.

Special prominence should be given to the study of plants and animals which are useful to man in any way; and the teacher may advantageously, from time to time, give familiar talks in regard to useful products of vegetable or animal origin, and the processes of their manufacture.

Attention should also be given to the more obvious characteristics of the kind of minerals and rocks common in the region in which any school is situated, and to such geological phenomena as are comparatively simple and easily observed.

A most important feature of the scientific instruction in the lower grades should be to encourage the pupils to collect specimens of all sorts of natural objects, and to make those specimens the subject of object lessons. The curiosity of the children will thereby be rationally cultivated and guided.

The rudiments of the subject of physiology and hygiene should be taught in the primary and grammar schools.

Exceedingly rudimentary courses in physics and chemistry may be introduced in the grammar schools, to enable the intelligent study of physical geography and physiology.

This scheme does not differ essentially from the plan pursued in most schools where science teaching has been introduced and carried on as a regular feature; but it may be a satisfaction to teachers and principals to find how closely the opinion of men who represent one of the foremost scientific societies in the country agree with their own ideas concerning this matter of science training in common schools.

In order that this scheme may be of use to the teacher to whom the subject is entirely new, a detailed plan of proceedings and the suggestion of methods to be employed is necessary.

The leading thought in devising this course was to develop successively: 1. Observation. 2. Description. 3. Investigation. 4. Reasoning. 5. General information.

(1.) Take, for instance, the lessons on plants: In the primary grade not more is attempted than an observation of main features with the simplest oral description.

The science lessons constitute a part of the general object lessons and helps, not only in forming perceptions of numbers, form, position, color, etc., but in directing the attention of the child early to the beauties and wonders of nature. In the intermediate grade, where the scholars can write, they are led to observe and describe systematically. The pupil's vocabulary is thus greatly enriched, and his power of expression greatly strengthened. Oral description, written description, and drawing should be equally practiced. Drawing is as great a help to the correct perception of a thing as it is to the description of a thing.

(2.) The next step is investigation; the scholars are provided with seeds, which they examine and plant.

The seeds and their parts, and the plants at different stages of growth, are drawn and described. In winter, branches are collected and their bark, wood, and pith, their buds, rings, and leaf-scars examined and described. They are placed in jars of water to watch the opening of the buds and their development into branches or flowers. In this way the scholars find out that every part of a plant has some office to fulfil, and that the use or the reason of many peculiarities in plants can be explained. The reasoning powers are thus brought into action. There is a "how," and a "what for," and a "wherefore," to every object in nature, and to every part of an object.

The study of some typical flowers will be taken up; it should be begun in spring. Here the skill acquired in observation, description, reasoning, is brought to a fine test.

Lessons on stones may be arranged on the same plan. First observation assisted by comparison; then description, investigation, reasoning. For the last the geological formation of the locality generally present excellent material. Information, interesting and useful, can be gained in preparing compositions on "useful metals," "precious stones," "stones used by the sculptor," "rocks used for building," etc. (An outline for the study of stones in school, in the February and March numbers of THE NEW YORK SCHOOL JOURNAL of the present year, will be found helpful.)

The animal kingdom in the primary classes will be studied by examining the cat, the dog, and the rabbit. The rearing of caterpillars, beetle larvae, pollywogs, furnishes a wide field for investigation, observation, description, and information.

Physiology should be taught to a small extent, but hygiene to a large extent. The teacher should keep in mind that to know the number and names of bones and muscles, is of very little use to the child, whereas to know the laws of health, the precautions against disease, the conditions for a sound and healthy body is knowledge that will be useful to the pupils throughout their lives.

For the success of these lessons it is necessary that the teacher have a clear idea of what the children are to gain by them, and how they are to gain it; that the teacher prepare himself for each lesson, and take care that sufficient material of the right kind is provided. The material must be in the hands of the pupils and they must do the investigating.

It must be a poor school where no time can be spared for the study of nature. We cannot afford to ignore nature and the assistance it can lend in the work of education.

The child is hungry for a knowledge of things that surround it; more hungry than it is to learn to read, to write, and to cipher. Love for investigating nature begets love for the beautiful, love for growth, love for order, admiration for wise laws and perfect organism. It is "

love which is at first instinctive; if rightly fostered it becomes intellectual, and will be a potent factor in forming the character, and in promoting the happiness and the culture of man and woman.

The leaf, the flower, the pebble, the shell are the objects of interest and study for the child. Later on the history of this old earth, the history of man, natural and intellectual, will occupy the mind; then it will turn to the immeasurable universe and its eternal laws.

These ends are not gained by the study of arithmetic, nor from the skill acquired in reading and writing; they come from the study of nature, systematically and properly pursued. The child that has been taught to look at the world in which it lives, to search for and to discover truth, has been enabled to reach a higher sphere of thought, where no fear exists but that of violating the laws of nature, and where he feels himself a citizen of an unbounded universe governed by a ruler too great to be limited by our conception of wisdom and power.

INSTRUCTION AND EDUCATION.

Some teachers are plainly instructors, some disciplinarians. One regards a human being as needing *information*, the other *habits*; one believes the child *ignorant*, the other *untrained*; one, in short, is a helper, the other a molder.

In accordance with the view which the teacher takes of teaching will his method be. If he deems it *ab extra*, then will his labor be more of a mechanical character; he will add by diligent work to the acquisitions of his pupils. To him they are like the rocks that grow by accretion; they receive something from *without*, they pick up a fact here and a fact there; they arrange them systematically and become learned. To them there is no stronger word than *industry*.

To this class the ancient languages are valuable; in fact, they contest with singular tenacity to hold them in the prescribed order of studies; they have battled against all progressions and adhered to the opinion through five centuries, that a knowledge of Greek and Latin particles was in itself education.

Beside the instructors there is a large class of teachers who deem education to be *ex intra*, to be an unfolding of what was already within, or in fact that a human being is fully organized, and that its powers are within, and need but to be incited; that when incited they will grasp facts, not to hold them, but the laws in the facts. To this class the mathematics and natural sciences are selected as valuable studies. These two great divisions have always existed; the teachers among the Greeks were either the logicians or geometricians; in other words *material* or *spiritual* teachers.

In modern times the subject has been examined with great earnestness, and principally because the state has called for fixed and definite systems of education the merits of each side have been debated for the purpose of determining which was right. The disciplinarians at first held the field; then came the instructionists, but at the present writing the most strength seems to be with the educationists. For a long season there was a decided compromise, a compromise that is in existence in nearly all the schools of the land, in whole or in part. In some it is rapidly changing to a scheme more purely scientific; in others it verges more to the slow, plodding, laborious methods of simple acquirement. A few schools occupy the anomalous position of disciplining upon information.

Thirty-five or forty years ago there was a mathematical cast given to the studies of the public schools from which they have not yet recovered. It needed no great intuition to perceive that these gymnastics (which analysis is) were to last for a season and disappear. The rage was on and the simple mental arithmetic of Warren Colburn was not a bulky volume enough. Written arithmetic was presented in two volumes, and algebra and geometry were considered indispensable to the common schools. At the present time it is doubted whether there has not been a great mistake in thus spending so many years in "disciplining the mind," as it is called. As the educationists increased in power the mathematical studies, used for discipline so called, decreased, and there was plainly a tendency to introduce the study of natural science. The object now is to sustain the efforts of the mind to educate itself. There is an appeal to nature all along the line. The term "discipline" is little heard—for it is believed that if the mind is educated it is disciplined. The wrongs done in attempting to "discipline the mind" will never be wholly told. The instructionists are passing somewhat out of favor too; reference is still made, of course, to the primary and the advanced primary school. The educationists believe the chief effort of the teacher must be to arouse the mind to act and then to direct it, leaving it to accumulate by its own powers of absorption, and not by the inpour of the teacher.

THE SCHOOL ROOM.

Aug. 23.—SELF AND PEOPLE.
" 30.—DOING AND ETHICS.
Sept. 6.—LANGUAGE AND THINGS.
Sept. 13.—EARTH AND NUMBERS.

WHAT TO DO IN AN EMERGENCY.

Some time in each person's life is sure to occur when it is invaluable to know just the right thing to do, and how to do it. Many lives have been lost while pitying friends were looking on, ignorant of remedies for poisoning, drowning, bleeding, etc. Teachers, especially, often meet with such cases, and it is necessary that they should know what to do, and they ought also to give lessons to their pupils.

BLEEDING.—Suppose a bad case of bleeding from a cut. Of course the doctor must be sent for at once, but it may be very dangerous to wait till he comes, so a tourniquet must be devised. If the blood is a bright red color, and comes in spurts, then an artery is cut, and the limb must be tied between the heart and the cut. If the blood is dark and discolored, then you may be sure that a vein has been cut, and the bandage should be put on the other side of the wound. Tie a handkerchief loosely around the limb, placing the knot on the wound, unless you have a piece of cloth to use as a pad. Then insert a stick under the bandage, and twist it around till the flow of blood is stopped. Sometimes a handful of earth pressed on the wound with the limb held high, has been the means of saving life till medical help arrived. If only a small vessel is cut, the flow of blood may be stopped by a piece of cloth held upon the wound.

BLEEDING FROM THE NOSE.—Have the patient sit up, and hold the arms at full length above the head, and breathe through the mouth. Apply ice or cold water to the forehead and the nape of the neck. If the bleeding continues, it is best to send for the doctor, as it sometimes becomes dangerous.

DROWNING.—Raise the patient by the limbs, to allow the water to escape from the lungs. Draw the tongue forward and cleanse the froth and mucus from the mouth and nostrils. Place the patient on his back, draw the arms upward till they nearly meet above the head. This is to draw air into the lungs. Bring the arms back by the side, to expel the air. These movements should be repeated about fifteen times a minute. Pressure upon the chest and blowing into the mouth with a pair of bellows may assist respiration. Hartshorn may be held under the nose, or hot or cold water may be dashed in the face. When natural respiration begins, wrap the patient in blankets or some woolen garment, and keep up the temperature by friction, rubbing toward the heart. Bottles of hot water, etc., should be applied to the limbs.

BURNS.—When a person's clothing catches fire wrap him in a woolen rug, coat, or shawl, and extinguish the fire. Pour on water till the clothing is cooled, then cut off the garments. The main point in the treatment of a burn is to protect it from the air. The burned part should be covered with cotton wet with sweet oil. "Sister Dora," who labored so successfully among the Welsh miners, used almost no other remedy. Linseed oil and lime water is an excellent cure, so are common cooking soda and strong soap suds.

CHOKING.—In ordinary cases, a smart blow between the shoulders will expel the air from the chest, and so throw out the substance. If not, press the tongue down with some flat substance, and try to draw out the foreign body. If no other way succeeds, it is best to give an emetic.

FROST BITES.—Keep the frozen part from the fire. Rub briskly with snow till the natural color of the flesh comes back. If the patient is benumbed with cold, rub the body, cover with blankets, and give a hot drink.

FAINTING.—Fainting occurs when the blood is deficient in the brain, and, therefore, the proper position is upon the back. Open the windows, or better, carry the patient out of doors, and loosen the clothing around the chest. Cold water applied to the neck, feet, and palms of the hands, is the best restorative.

SUNSTROKE.—This is a sudden prostration caused by intense heat. When a person falls unconscious, and the skin is hot and dry, he should be taken to a cool place. If the face and head are red and hot, ice water should be applied, but if the face is pale, stimulants should be given, and cold water used sparingly.

CONVULSIONS OR FITS.—The clothing of the patient should be loosened, and the head and shoulders raised. Cold should be applied to the head, and heat to the feet.

An emetic and hot bath should be given as soon as possible. In cases of convulsions it is wise to put something in the mouth, so that the patient cannot bite his tongue.

TEACHING MANNERS.

Many people complain of the decay of the old-time courtesy, and say that the boys and girls of to-day are lacking in the elements of good breeding. Really refined parents sometimes ignore their duty and leave the teaching of politeness to other agencies.

It is right here, then, that the teacher's opportunity begins. Some may think that to attempt to teach manners would be a waste of the pupil's time, that he had better be doing sums or parsing. On the contrary, these lessons may be the most important ones the pupil learns. The whole child should be sent to school, and the whole child should receive attention while there.

The teacher should give lessons on behavior in the street, in public places, in the parlor, and even on the playground. Hints about dress, the care of the hair, the nails, the teeth, will also come under the subject of manners.

The teacher should also try to remedy any defect, as a squint, a slovenly gait, a habit of stooping, taking care, of course, that his words do not give offense. This could be done better in private.

There should be drills about the proper way of entering and leaving a room, receiving visitors, performing introductions, etc. They should also be taught how to write notes of invitation, acceptance, and regret.

The teacher should be careful that they return thanks for favors received, that they ask to be excused when obliged to pass before people, that they do not interrupt one another, or snatch things, or crowd to be first.

They should be taught that these things are impolite because they are selfish. The difference between well-bred and ill-bred people should be pointed out, and some man or woman of perfect breeding might be held up as an example.

The careful teacher will watch the pupils' manner of addressing one another. He will make them see how much better "good morning" sounds than "hello." He will dissuade the boys from saying Bill and Pete, and teach the girls that Mary and Sarah sound better than Mame and Sade. In a word, he will teach them to respect themselves and one another.

In this way politeness will become popular. The pupils will set a watch upon themselves, and there will be good manners not only in the school-room, but also on the playground.

HISTORY.

A knowledge of the people who have lived and acted on the earth is a knowledge of history. At the outset the teacher must resolve on three things, (1) that his pupils shall be interested in the people that have lived here and are living here; (2) that he shall suggest the books and the right books; (3) that he shall not require them to memorize the words of the book; and this last demands that he shall not examine to see how much they have memorized. Bear these points in mind.

Let us suppose that the teacher has several classes—for nine-tenths of the teachers are so situated. He must do something for each of his four classes. The lowest class, for example, will have stories told them of Washington, Daniel Boone, Columbus, Marco Polo, Cyrus, etc. The highest class will be set to reading such books as Jacob Abbott's Histories. Here then the whole school is at work learning about "people"; the time of the teacher is precious, and she can give but little time to it each day; that is granted.

Once in each week the teacher tries to crystallize the knowledge the pupils of his older class have gained, to get them to arrange it somewhat in their minds, and to come to conclusions about it. They have been at work for two or three weeks on Egypt, and so he begins by drawing a line on the blackboard. (In fact it would be most helpful if he had a nice sheet of manilla paper mounted on a stretcher that he could suspend before the school at the "history hour," on which he would draw the horizontal line and add other marks from time to time.)

At the middle of the line he puts the "cross"; this is to note, visibly, the separation of ancient from modern history. "The world has been in existence a great many years; 1800 years ago Jesus Christ was born, etc."

I.

"You have been reading about Egypt, and I know you have found very interesting things to tell me."

"Egypt is very old—I will divide the line (left of cross) into four equal parts, each part will represent 1000 years. Now the events we are going to talk about are way back there," etc.

"Who has some Egyptian character in mind?"

1. Cleopatra. (She is described; all telling what they know.) The teacher marks above the line a C in its proper place, and so the talking goes on. The character of each is described, the condition of the people, etc.

II.

At another time other Egyptian characters are described; the monuments, the sculpture, and the mummies are referred to, also the conflicts with other nations, so that by reading and talking a pretty good, though rough, idea of the nation is obtained. The only idea of dates comes from the position of the names at the left of the cross—it is attempted to fix the idea that the events were far back—before Christ. Look for the events, not the date.

III.

If the teacher can show any pictures of the sculptures, pyramids, etc., let him do so, by all means. Let the history be made vivid.

A similar plan with a line and a cross should be undertaken for Babylon, Assyria, and Persia. So of Jewish, and Greek, and Roman history. When the latter is reached, events will appear both on the right and the left side of the cross.

This, remember, is the work of the highest class. They are to be interested to read; the teacher attempts to get them to think over, talk over, and arrange the treasures they have discovered.

There is no objection to the use of the line and cross by teachers who tell the younger pupils about Alexander, Midas, Cyrus, etc.; but that must be done only incidentally—to show that the event was long ago.

The second class should read about the men that are "talked of" to the first or lowest class.

The third class will read more advanced books than the second class.

There are many ways to review the knowledge gained:

1. On Friday afternoons assign to the older pupils such titles for "talks" as Alcibiades, Caesar, Columbus.

2. Assign them also for essays, or compositions.

3. Debates may be held on the characters of Alexander and Caesar.

4. A historical play may be gotten up in which the pupils represent characters in Egyptian, Greek, or Roman history.

These suggestions are made to induce the many teachers who do not undertake anything in ancient history to begin the work without a text-book; an hour a week will accomplish a great deal: (1) It opens a field of thought and reading. (2) It reacts on the study of the "three R's" in a powerful way.

A teacher had a very dull boy thirteen years of age, who could read with difficulty in the First Reader; and he was not a good boy either. When the teacher told some of the wonderful things that had been done she noticed his profound interest. She gave him to read the story of "Perry on Lake Erie"—he studied it out, and seemed delighted. It was the beginning of a new life with that boy.

The teacher of United States history will have a text-book—it would be better in most cases if he had none. If he says, "Take the next two pages; you are excused," the results are wasted energies, wasted hours, and a prejudice against school teachers and history.

The line, (as above shown) being drawn—the right hand is cut in two parts; each part represents 1000 years. The right hand 1000 is divided into ten parts,

+ | | | | | * | | | | |

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and 1492 indicated. The meaning of the line is made plain; it is shown where Columbus appears as an actor. The story is told and some of the other actors are named. Here are the great outlines; the work, day by day, is one of deepening these outlines, and slowly filling in others as suggested by the pupils.

The teacher must beware of making the battles the great things in the historical story; the battles in the Civil war could not have been if there had not been differences before. When two men fight on the street the spectator instinctively asks, "What are they fighting about?"

So that we must take our pupils into the ideas, culture, habits, etc., of the people whose history they are investigating.

Especially must the teacher endeavor to let his pupils into the center and soul of American history. It exemplifies human progress, which can be studied here on a large scale.

SPRING FLOWERS.

In studying the rose, the wild rose must be selected—the prairie rose, or the sweet brier rose. The double rose so common now, is not fitted for regular analysis; by being cultivated it has had its original character so changed that the parts we want to examine are not in a natural state.



Tell me something about the rose?

1. It is a shrub, it grows from three to six feet high.

2. It has prickles on it.

3. The leaves are oval-pinnate; they have serrate edges.

4. There are two stipules.

5. There are several flowers, there is one peduncle and several pedicels.

6. Note that the flowers come to about the same level, though the pedicels vary in length, I pull off the petals and cut the flower down through, you may do the same; see the calyx tube. Go on.

7. There are five sepals.

8. The petals are obcordate.

9. The sepals have a little leaf at the end.

10. There are from 15 to 20 pistils and a good many stamens.

7. I wish you to see that the calyx tube does not adhere to the pistils or ovaries; you can flatten out the calyx tube, and leave all the pistils or ovaries standing.

PARTS.	DESCRIPTION.
Leaves,	oval-pinnate.
Petals,	obcordate.
Pistils,	15 to 20 not adherent.
Stamens,	a good many.

Does this rose look like an apple blossom? Yes; it is related to the strawberry; also the peach, plum, blackberry, quince, Spiraea, etc.

A TALK WITH PUPILS.

If you have anything to do, do it at once. Don't sit down in the rocking-chair and lose three-quarters of an hour in dreading the job. Be sure that it will seem ten times harder than it did at first. Keep this motto, be on time, in small things as well as great. Habit is everything. The boy who is behind time at breakfast and school, will be sure to get "left" in the important events of life. If you have a chronic habit of dreading and putting off things, make a great effort to cure yourself. Brace up! Make up your mind that you will have some backbone. Don't be a limp, jelly-fish kind of person. Depend upon it, that life is very much as you make it. The first thing to decide is what are you going to make it. The next thing is to take off your coat and go to work. Make yourself necessary somewhere. There are thousands of boys and young men in the world who wouldn't be missed if they were to drop out of it to-morrow. Don't be one of this sort. Be a power in your own little world, and depend upon it, then the big world will hear from you some day.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school room.

INTERESTING THE PUPILS.

III.

A few hints in regard to preparing statuary as suggested in a previous article, may be welcome to some teachers. The easiest way is to show the figures as part of the "Picture Book" already described. The only change necessary is to substitute a black background for the white one, and have a strong light fall upon the statue from the front.

All the figures must be dressed entirely in white, and wear white hose, without boots or shoes; also white cotton gloves.

The hair must be covered with a wig; for this, cut a circle of white muslin, and put an elastic around the edge so the cap will fit snugly over the hair. Cover the cap with cotton batting put on loosely, and tacked here and there, so as to make it look a little puffy, allowing it to overlap the edge in a ragged way; last of all cover faces thickly with "Lily White." Chairs or other furniture used must also have covers of white muslin. It is very easy to present some of the "Rogers' Groups," and all necessary knowledge about these and about posing the figures may be gained from an illustrated catalogue of the "group," which may be obtained from any large art store.

Now a few more suggestions for illustrated songs, than which there is nothing prettier or simpler. "See-saw" is very effective and easily arranged. All that is necessary is a saw-horse on which is placed a long, strong plank. Crowd the ends of the plank with as many prettily dressed children as it will hold, who sing in time with their up-and-down motion, the words of the "See-saw Waltz," by A. G. Crowe, published by M. D. Swisher, 128 South 10th St., Philadelphia. One child should stand upon the center of the plank while "Polly" and "Johnnie," who wait for their turn, toss gaily-colored bean bags.

The scene may be made still prettier by dressing the children as Mother Goose characters, as already described, such as Little Bo-Peep, Little Boy Blue, etc.

This parody on the "Ten Little Injuns" may be sung from behind the brick wall (see first paper), and is sure to be well received; or if greater variety be desired a row of sunflowers may be painted upon a white screen, cutting a hole in the center of each flower for the face of the little singer:

Ten little sunflowers blooming all the time;
One of them went to seed, and that left nine.
Nine little sunflowers nodding o'er a gate;
One had its head snapped off, that left eight.
Eight little sunflowers looking up to heaven;
One looked the other way and that left seven.
Seven little sunflowers all propped up with sticks;
One of them was blown down and that left six.
Six little sunflowers in the sun did thrive;
One got sun-struck and that left five.
Five little sunflowers in a steady "pour;"
One of them took cold and died and that left four.
Four little sunflowers waving tall and free;
The wind whispered "come" to one, and that left three.
Three little sunflowers in the evening dew;
One got malaria and that left two.
Two little sunflowers having lots of fun;
One had too much of it and that left one.
One little sunflower blooming all alone;
It said "Good-night" to all and that left none.

CHORUS—

One little, two little, three little, four little,
Five litt'e sunflower girls;
Six little, seven little, eight little, nine little,
Ten little sunflower girls.

The chorus should be sung from one to ten, then from ten to one, each little sunflower head appearing and disappearing in its turn.

"The House that Jack Built" is for the boys who will greatly enjoy acting it.

Number one enters bearing on a tray a house made of building blocks, or a paper castle such as may be found at any large toy store, saying, as he takes his place:

"This is the house that Jack built."

Number two enters with bag of malt, number three with a rat, number four with a cat. The animals may be real, or toys of absurd size. Much amusement is caused by number six bringing in a *pump* to represent "the cow with a crumpled horn." When all are in position beginning with the "farmer" each one in turn and very rapidly, repeats his couplet and at the same time puts it into action, and the curtain falls amid peals of laughter.

THE LITTLE MOTHERS.

By MAY FLOYD, Seward, Nebraska.

CHARACTERS:—Three little girls with dolls; one little girl sewing.

SCENE.—Alice, rocking her doll in the cradle; Mary, carrying her in her arms; Nellie, rocking her doll on her lap; Addie sitting a little apart from the rest, sewing.

Nellie (singing):

Rock-a-by, baby,
On the tree-top,
When the wind blows
The cradle will rock,
When the bough bends
The cradle will fall,
Down comes rock-a-by, baby, and all.

Alice (softly)—Hush, everybody, I want to get my baby to sleep. (Rocks earnestly, bending over the cradle.)

Mary (stopping in her walk)—My baby can sleep just as well if there is a noise, only I must carry her.

Nellie (to Alice)—Do you always rock your baby when you put her to sleep.

Alice.—O yes, and everybody must be just as quiet. The poor child is nervous like her mother. Aren't you, darling?

Mary.—I am afraid you did not begin right with her. If you had never rocked her she would go to sleep without it. (Mary walks back and forth. Alice rocks her cradle, while Nellie sings again;)

Rock-a-by, baby, etc.

Alice.—You sing sweetly, Nellie, but my baby must be just as quiet.

Nellie.—But my baby won't go to sleep unless I sing to her.

Alice.—Then I'll have to take my cradle in the other room, and shut the door.

(Carries cradle out, and shuts the door. She should appear a little decided as though Nellie ought not to sing and trouble her baby. Mary still carries her doll.)

Nellie.—(Singing on her own hand as though amusing her baby, folding each finger when she sings about it. Whi'she she sings, Mary should tilt up her doll as though it is interested, listening. If she walks so that Nellie is behind her, she should let the doll look over her shoulder.)

(Sings:)

Go to sleep, little thumb, that's one;
Go to sleep, pointing finger, two;
Go to sleep, middle finger, three;
Go to sleep, ring finger, four;
Go to sleep, little finger, five.
I'll tick them, I'll tick them,
Snugly all in bed;
Sound asleep, let naught be said,
Do not early wake them.

(Song, found in Clara Beeson Hubbard's song-book entitled, "Merry Songs and Games.")

Mary.—I should think that would keep her awake. It does my dolly.

Nellie.—Well, I thought I'd try to amuse her. She watches you all the time.

Mary.—Why, what for?

Nellie.—She wants me to carry her, too.

Mary.—I suppose I ought to take my dolly to another room, too, for she can't stand singing, either. You've wakened her twice.

Nellie.—I thought she never minded any noise.

Mary.—Well, she seldom does. But she is very wakeful to-day. (Exit Mary.)

Addie.—The best way is to put your babies on the bed and let them put themselves to sleep. That is what I did and now I can sew. You are making yourselves lots of trouble by not training your children right.

Nellie.—I believe you are right. I must go and tell the other girls—I mean mothers, poor things! I expect they are tired out. Babies are so much trouble. I know it because I have heard my mamma say it so many times.

Addie.—And I will go with you, as my work is all done now.

OUR TIMES.

IMPORTANT EVENTS, DISCOVERIES, ETC.

NEWS SUMMARY.

AUGUST 11.—A new cabinet formed in Peru.—Emperor William issues a proclamation promising protection for the inhabitants of Heligoland.

AUGUST 12.—Big parade of the G. A. R. in Boston.—Massacre of Spanish soldiers by natives in the Caroline islands.

AUGUST 13.—Storms and floods in Styria.—Action taken to reduce the Russian army.

AUGUST 14.—Smallpox in the Guatemalan army.—Cholera at Nicolaieff, on the Black sea.

AUGUST 15.—Cholera in Cairo.—Emin Pasha marching into the interior of Africa.—An ovation given to Prince Ferdinand on his return to Sofia.

AUGUST 16.—An effort made among silver men at Washington for the holding of an international monetary congress.

AUGUST 17.—The meeting of Emperor William and the Czar at Narva, said to be an earnest of the peace of Europe.—Italy proposes an international maritime service on the Red sea.

THE FARMERS' DISSATISFIED.

One of the most important movements of the day, in the United States, is the formation of the Farmers' Alliance. It is the result of wide dissatisfaction in the rural districts. It is becoming harder and harder there to get living, while the cities are growing in wealth and prosperity. The New England farmer receives for his wages and superintendence combined, less than the average mill-hand. The Western farmer has glutted the markets of the world with bread and meat, and now mourns his sad lot. In whatever part of the country the agriculturist lives he is obliged to sell to the city his products when the market is glutted and the prices are lowest. Again, 250,000 persons control from 75 to 80 per cent. of the national wealth and pay but 27 per cent. of the taxes. The farmer pays taxes, direct and indirect, on his personal property and real estate, and on the property also of others he has borrowed. It is not strange that he should become poorer and the manufacturer and merchant richer. The Farmers' Alliance, which expresses his discontent, is destined to become a power in politics.

WILL THERE BE WAR?

Some of the nations of Europe express discouragement that in time of peace they are obliged to keep their armies on a war footing. The available soldiery of Russia, Germany, France, Austria, Hungary, and Italy amounts to 2,393,423 men. The tendency in Germany and Austria especially is towards an increase. Russia is the only nation that can afford to decrease her army. Should war come, as some say it surely will, the shock would be terrible. Russia appears to be strengthening her hold in the East and, strange as it may seem, the chief danger now is of a war between her and China. The new trans-Siberian railway is a military one. Russia has decided to colonize the provinces of Amur and Usuri, bordering on China, and allow no Chinese to settle there. China will also build roads on her northern frontier to prevent Russian incursions.

IT RAINED FROGS.—During a heavy downpour of rain at Holywell, England, tens of thousands of small frogs came tumbling to the ground and swarmed over the roads.

STONINGTON'S CELEBRATION.—The anniversary of the bombardment was observed. Three British ships of war drew up in front of Stonington, and on August 10, 1814, bombarded the village with shot and shell for about twelve hours. Tons of metal were thrown into the place, and the militia on shore picked up the balls and fired them back at the English. In what wars have the British engaged on this continent?

DANGER FROM NATURAL GAS.—A spontaneous explosion of natural gas occurred near Waldron, Ind. The ground was shaken for miles around and many acres of the soil torn up. From a thousand points huge shafts of flame reared their crests in the air. Great cracks in the earth extended for hundreds of feet in some directions. Stones scorching hot were found two miles away. Explain this phenomenon.

MORE MONEY.—The new silver law has gone into effect and the bureau of engraving and printing has been engaged night and day making the new treasury notes. So far the printing has been confined to notes of \$1,000 and \$100. Five millions worth were shipped to New York to be used to purchase silver. Notes of smaller denominations will be prepared. What things have been used as money at different times?

ORIGINAL PACKAGES.—The law relative to original packages became a law. Many saloons in Iowa and other Western states closed their doors. (See JOURNALS of May 24 and Aug. 9.)

MEMORIAL OF DAGUERRE.—The feature of the annual meeting of the photographers' association in Washington, was the unveiling of a memorial of Daguerre in the

National museum. The design represents fame in a reverential posture, with bended knee, crowning the head of the great inventor with a wreath of laurel. The wreath also encircles the earth, which is represented by a large globe towering above and immediately back of the medallion of Daguerre. This is to typify the universality of Daguerre's discovery. Tell about Daguerre.

CIVILIZING AFRICA.—In a recent interview Henry M. Stanley said that France, England, and Germany, ought to co-operate in the work of civilizing Africa. He also said there was no chance of conflicts arising through competing interests for fifty years to come. In what parts of Africa have these nations claims?

QUARANTINE.—Owing to the prevalence of cholera at ports on the Red sea all vessels from Red sea ports, excepting Suez, will not be permitted to enter the harbor of Gibraltar.

A GREAT FEAT.—The American swimmer Dalton swam across the English channel landing at Folkestone. The current carried him out of his course, so that he swam about sixty miles and was in the water twenty-three hours and a half.

FRANCE RETALIATES.—France refuses to remove the prohibition on American pork on account of the tariff laws of the United States. American farmers are thus shut off from a large market. Minister Reid has written a letter to the French minister of foreign affairs, remonstrating against it. What is meant by retaliation?

THE IRISH POTATO CROP.—Reports show that the potato blight is spreading in the counties of Donegal, Cork, Waterford, Tipperary, and Limerick. Great distress among the poor is feared. When was there a famine in Ireland?

REJOICINGS AT BUENOS AIRES.—Sixty thousand persons attended the mass meetings to rejoice over the fall of President Celman. Gen. Mitre was cheered as the future candidate for the presidency.

GROWING CITIES.—The census returns make the population of Elizabeth 37,644; Hoboken, 43,560; Trenton, 58,484. The percentage of increase is large. Maine has 638,454, increase 9,500 since 1880; Vermont, 332,000, decrease, 286. What other cities show a very large growth?

CHINESE STILL COMING.—In spite of the law against Chinese they are still coming. Twenty-four Chinamen were taken to San Francisco from Tucson recently. They were captured on the Mexican border, where they were being smuggled over from Sonora. All escaped from the San Francisco jail, and so will not be returned to China. Why send them to China?

SOLDIERS IN BERMUDA.—England has recently sent more troops to Bermuda. One explanation is, that in view of possible difficulty with the United States over the Behring sea seal fishery, England has decided to strengthen all her garrisons in North America, including Bermuda, Halifax, and other points. In case of war Bermuda, having cable connections, would be made the base of operations against New York.

EUGENE SCHUYLER'S DEATH.—Eugene Schuyler, United States consul-general to Egypt, died in Alexandria. He was formerly consul to Moscow, Russia; afterwards served as secretary of legation at St. Petersburg, and was consul-general at Constantinople, Rome, and Bucharest. He wrote several books.

KILLED BY ELECTRICITY.—Two horse-car horses came in contact with a wire charged with electricity in Tremont street, Boston, recently. For a single instant they shivered, then their muscles relaxed and they fell to the ground stone dead. What is the effect of electricity on the body?

VETERANS IN BOSTON.—The annual meeting of the Grand Army of the Republic was held in Boston. There were 40,000 in the grand parade. Col. Wheelock G. Venzy, of Vermont, was elected commander-in-chief. Who can become members of the G. A. R.?

FLOOD IN THE GANGES.—The Ganges overflowed its banks, and the surrounding country was inundated to an extent never before known. There was great loss of life. What do you know of this river?

BEAT THE RECORD.—When the Teutonic arrived at the Sandy Hook light ship the other day, after a voyage of 5 days, 19 hours and 5 minutes, she had beat the time of the *City of Paris* (the fastest previously made) by 18 minutes. She came in two hours ahead of the *City of New York*. She burned about 320 tons of coal a day. How are these vessels propelled?

OF SPECIAL INTEREST TO PUPILS.

A USE FOR COTTON STALKS.—About a year ago a young lawyer in Augusta, Ga., began experiments with cotton stalks. The pulp and skin were removed from the stalks. The fiber was then placed in a carding machine from which was secured an article of the tenacity and color of jute butt yank. This product he shipped to himself at Paterson, N. J., where it was woven into a bagging that is said to be less inflammable than jute, and while equally durable is of less cost. Cotton planters see an article in view that will help them to boycott jute bagging, and also a profitable market for cotton stalks, which they have always had trouble to dispose of.

AN ISLAND THAT MOVES.—In Sadawga lake, Vt., is an island of one hundred acres that is said to float on the water. Last year a stone dam over six feet high was built at the outlet of the lake, which raised the water a little over six feet, but the dwellers along the shore report that the island instead of being submerged rose with the rising water. No part of the island has ever been more than two or three feet above the surface of the lake. Observers say that portions of the island that have broken off change positions frequently, and that the larger body of land is often moved several rods under the force of a strong wind. It has a small forest of tamarack trees and cranberry bushes in great abundance.

MOSQUES.—The name mosque is derived from the Arabic word, *mejid*, which means "place of prayer." Wherever the Mohammedan faith has taken root, from Spain to India, there splendid mosques have invariably been erected to memorialize the event, and to save their converts from apostatizing. Many of these great mosques and beautiful minarets are now much neglected, and are in a dilapidated condition. The two oldest mosques now in existence are those in Cairo and Jerusalem.

AN OCEAN RAFT.—A large raft was recently brought from St. John, N. B., and anchored in Hempstead bay. It consisted of fourteen sections of 500 logs each. The sections were sixty feet long and joined tandem. It was towed from New Brunswick by two ocean tugs. The timber consisted of Norway pine, spruce, princess pine, and hackmatack, and there is plenty more of the same kind where this came from, the introduction of which would save some of our own valuable forests. The owner of the giant raft, by bringing his lumber here uncut, saves about \$5,000 in customs duties.

DANGERS FROM ELECTRICITY.—Contrary to popular belief deaths from electricity are rare. Electrical currents produce three kinds of severe accidents: instantaneous death, or severe burns, or traumatic neurosis caused by the mental and physical shock. Usually, if the person receiving the shock is burned he is not killed. Practically, if contact with the wires does not kill, a burn or a harmless shock is the only result. Paralysis of the nerves or nerve centers is very rare. During the last ten years there have been only about one hundred deaths in the whole world caused by artificial electrical currents.

MILKWEED FLASH LIGHT.—Several materials used for flash light have proved dangerous. A new material has been prepared consisting largely of charcoal made from the silky down of the milkweed, a form of carbon which is preferable to all others, because of its freedom from ash. A few grains of this new composition placed on tissue paper and lighted by a punk match, produces a prompt and blinding flash, while the paper on which the powder rests is not even scorched. The flash being instantaneous, the heat is not sufficient to ignite the most inflammable material on which the powder may rest. It has been demonstrated that by using, with the same paper for a base, an inferior flash light, the paper will be ignited at once. This is owing to the comparatively slow combustion of the chemicals used in the inferior grade. The new powder will not explode, either by concussion or friction.

ORGANIC LIFE IN WATER.—If water, according to a medical writer, is kept at the boiling point for five minutes, all harmful micro-organisms will be destroyed. Still less time serves to destroy the disease-producing varieties. Thus merely boiling water containing the germs of malarial disorders, typhoid, cholera, diphtheria, etc., destroys them, and the water is then safe for drinking purposes.

YELLOWSTONE PARK.—This park is now policed by United States troops, whose services are necessary to prevent the destruction of vegetation and animals. As a result the carnivora have increased with great rapidity. There are found a great part of all the buffalo in the United States. Deer, antelope, and elk are also increasing very rapidly there under the rigid rules against killing or annoying them. Gardiner river and other streams have been stocked with Eastern brook trout. Quite as important, at least, as the protection of the game and fish by its military guardians, is the preservation of the forests from fires, to which they are constantly exposed through the carelessness of camping parties.

CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

MORAL INSTRUCTION.

At the National Association Supt. Calkins, in the report of the committee on elementary education, said, "No course of instruction is complete which does not provide for moral training," and yet in the discussions, only one member alluded to this point, and he said that the teacher could but supplement home work. This does not accord with the sentiment of the report. One of the grounds for sustaining free schools is that moral instruction is given: knowledge is not enough. Franklin says, "What can laws do without morals?" Correct impressions of right and wrong, a comprehension of the duties of citizenship as well, and the amenities of society, are founded on moral principles.

Few teachers have any methods of their own for doing this, but it would be begging the question to say that nothing can be done, for the government is indebted to the fragmentary labors of the educators for the moral influences that are abroad. "Impressions are the food for character" and character is the embodiment of "intention," which "is the moral quality of an action." The late D. P. Page was a living example and object lesson for the teacher. In his "Theory and Practice in Teaching," he says of moral philosophy, "A knowledge of this may be insisted upon," and why? because "it is so important that the moral nature of the child be rightly dealt with, that he is a presumptuous man who attempts the work without the most careful attention to the subject."

This question is the great question: it is becoming greater every day for various reasons—one being that we have thrown upon our shores, such a horde of people wholly untrained morally.

L. B. COREY.

Newark, N. J.

MISDIRECTED ENERGY.

During my last term of teaching in one of the town schools on the Allegheny, in the western part of Pennsylvania, I had one class which numbered about thirty pupils. The class was an exceedingly bright one, and had ability to do more than an average quantity of work. Among the number was a young lady, named Jennie, who, when the lesson for the following day was assigned, would invariably say, "Professor, that is too much."

For some time there was no notice taken of this stereotyped objection. But one day after hearing the class recite in history in the usual brisk and lively manner, we had about fifteen minutes left, which I concluded to use in removing the daily objection to the length of the lesson. I requested the members of the class to have their pencils and tablets ready, and took my January number of *THE TEACHERS' INSTITUTE*, and read therefrom the reproduced story, twelve lines in length, entitled "A Stray Cat." This I requested the class to reproduce immediately on their tablets. The work was well done, and one of the best reproductions was Miss Jernie's, the well-known author of "Professor, that is too much."

This gave me an excellent opportunity to compliment the members of the class for their good work and to congratulate them on having such excellent mental faculties. I was very careful to get them to understand that their memory served them so well, because, when I read the story, they were all attentive; on account of this undivided attention the mental ideas had been properly formed rather by an act of pleasure than by an effort. This, I told them, was the great secret of studying and preparing lessons. It is not by repetition and the worrying of our mental faculties that we acquire the best preparation for the recitation, but by a calm and careful perusal, which gives the faculties of the mind time and opportunity to develop the ideas that should become fixed. It is for this reason that we are able to recall, more readily, knowledge acquired by conversation than that acquired by reading. In a conversation we get the ideas all properly fixed in the mind. In reading or studying we are careless. We let our minds stray too much and are not precise in trying to understand the author's language as well as our own. Whenever this method is pursued by the student or reader, the ideas become deformed, and since the mind works on established principles, it is not able to recall illogical and disjointed ideas.

After this practical test at reproduction and the explanation that followed, with a slight personal reference, the class was impressed with the idea of a proper method of studying and preparing a lesson, and the pupils seemed to be aware of the fact that previously they had misdirected their energy, with a consequent waste of time.

K.

Will you kindly answer the following: (1) Is Wyoming a state, if so, how many states in the Union? (2) What is the correct pronunciation of Pierre, capital of South Dakota? (3) What and where is Okahoma? (4) Please explain a cloud-burst. M. S.

(1) Yes. Forty-four, although the extra star on the flag will not be added until July 4, 1891. (2) Pe-ér'. (3) A por-

tion of Indian territory, consisting of 2,000,000 acres, that was opened for settlement early in 1889. Before that time there were frequent collisions between those who tried to settle there (called "boomers") and the United States troops. (4) Tornadoes are whirlwinds of small diameter, but intense energy. The motion causes a partial vacuum inside, up which a strong current is formed like that in a chimney. When the air ascends so rapidly in the shaft as to prevent the falling of rain produced by condensation, great quantities of water accumulate. As soon as opportunity occurs this water falls in great torrents; such phenomena are called "cloud-bursts."

1. Is Queen Victoria's husband still living, if not when did he die?
2. How long has she reigned?
C. A. B.
1. He died in 1861. 2. Since 1837.

I have read with much interest the account of the proceedings at St. Paul. As I understand it, the action of President Canfield in refusing to receive the protest of Mr. Valle was entirely unconstitutional. Now it seems to me that this action must invalidate the holding of the money in the hands of the treasurer. I would like to know if the \$30,000 in the hands of the treasurer is not likely to be seized upon by parties who will claim the society is not managed according to law?

R. L. P.
Hoboken, N. J.

We do not think there is any cause for alarm on this point. The members acquiesced in the action of President Canfield.

What would you advise me to do to advance in art—that is, drawing, painting, etc.? E. M. N.

This is part of a long letter, and it needs a long reply. First, join the Prang art classes of Boston, and work with them a year at least and go on teaching school; second, try to gain correct ideas of art; third, plan to attend the Students' Art League of this city. Address both of these associations for circulars. Finally, keep up to the tone of thought you now have. You will often be discouraged and want to stop. Don't stop; your ambition is a good one.

What is the dispute between the United States and England over Behring sea? D. C.

The United States has been trying to prevent the taking of seals in the high seas, holding that it is a wanton and wasteful destruction of these valuable animals, as one-fourth of those that are mortally wounded escape, and their bodies are never recovered. It is held that we acquired territorial jurisdiction in Behring sea from Russia, which explains the recent seizures of Canadian sealing vessels. Mr. Salisbury holds that piracy is the only offense for which the United States has a right to seize vessels in that sea. He disputes the claim of territorial jurisdiction. It is said that if the depredations of sealers is not stopped soon, the question will settle itself, for the fur seals will all be destroyed.

How is it that news travels so rapidly in Africa, where there are neither railways nor telegraphs? C. S.

The bazaars, between which communication is always going on, are powerful agents in the rapid dissemination of news. The marvelous speed of native runners also has a great deal to do with it. An elaborate system of drum signals prevails, by which long messages are sent from village to village. Large wooden drums are used, on which different sounds are produced by sticks, and the natives sometimes "converse" in this way for hours.

Will you state which are the ten highest mountains in the world? B.

Below we give (approximately) the heights of the loftiest summits in the world: Everest, in the Himalayas, 29,000; Aconcagua, in the Andes, 23,000; Tupungata, in the Andes, 22,450; Chimborazo, in the Andes, 21,424; Hindu Kush, Asia, 20,593; Mount St Elias, Alaska, 19,500; Kilimanjaro, Africa, 17,800; Popocatapltl, Mexico, 17,853; Orizaba, Mexico, 17,176; Mount Cook, Alaska, 16,000.

Why is Ohio called the Buckeye state? A. C.
According to Marietta tradition, when the original colonists landed at the present site of Marietta, about noon, April 7, 1788, two men went out with their axes to cut down the first trees. They selected trees, the species of which was not known to either, one being a beech and the other a buckeye. Capt. Daniel Davis, from Killing, Windham county, Conn., was first to fell his tree, he having the buckeye tree, which is much softer wood than the beech. As soon as the name of the first felled tree could be ascertained, and from that time forward, the company always spoke of themselves as "The buckeye colonists."

What effect did the invention of the cotton gin have on slavery? Quincy, Mich. G. E. D.

An expansion of the territory to be tilled by slave labor immediately followed; it was profitable now to hold slaves. More states were added; the slave-owners acquired more territory and became more powerful. Slavery became a factor in American politics.

EDUCATIONAL NOTES.

ARKANSAS STATE TEACHERS' ASSOCIATION.

A brief mention of the recent meeting of this association, on Mt. Nebo, was printed in THE JOURNAL, but not enough to give an adequate idea of its importance. Twenty-seven counties were represented, a far larger number than ever before. The secretary forcibly says concerning its character as compared with other meetings: "The papers were more practical, and the discussions more general and professional than ever in the history of the society. The date for the meeting and the place were fortunate, and the society began a career of vigor which will permeate the educational affairs of the whole state. A terribly indirect warfare has been waged against this particular meeting, but it emerged from the ordeal unscathed, and has earned from all sides the plaudit of being the most successful meeting of the state teachers ever held in Arkansas."

This is the second time this meeting was held on Mt. Nebo, and they liked the place so well that they will meet there again next year. President Tharp presided with excellent spirit, and Secretary Shinn was always by his side. Concerning these and other men, Professor Junius Jordan, of Pine Bluff, in his response to the address of welcome, said: "Among the teachers of Arkansas, we recognize the names of Tharp and Kumbrough, of keen intellect and sound wisdom; Thompson and Rightsell, practical and philosophic in thought; Murray and Cox, vigorous, enthusiastic, and progressive; and Shinn, the Harry Percy of popular education in the Southwest." This statement was cheered to the echo. We are sorry our space prevents us from giving a full abstract of all the addresses and remarks. It is sufficient to say that in spirit and wisdom it was one of the best educational meetings we ever attended.

Several of the addresses had special reference to the Arkansas summer normal school which opened the day after the association closed. Concerning this school we speak in another column.

WEST VIRGINIA, although a new state, was for many years one of the oldest in the Union, but it has only been developed since the war. Its resources are immense, especially in coal, iron, and timber. Its water power is unlimited, and its agricultural resources fair. But its educational progress has been slow. It needs one first-class normal college, purely professional in character, and four or five good normal schools as feeders to it. Its present facilities for training teachers are unworthy so great and rich a state. West Virginia is not poor, its citizens would resent the charge with much spirit. We heard the remark made at the recent state association at Moundsville, that the reason so many of her teachers did not take more interest in normal instruction and educational meetings was because of the want of adequate pay. We cannot believe this is a good reason. In many states where the pay is no better than in West Virginia, county and state associations are crowded. The state needs professional teachers. With all of her immense veins of coal and inexhaustible beds of iron ore, and her thousand acres of untouched forests, she will never attain the highest degree of prosperity until she makes provision for the education of her teachers. We believe that the present prosperity of Massachusetts, New York, Wisconsin, Minnesota, Texas, is in a great measure due to the excellence of public instruction, and the only force that will improve the public school is the professional training of teachers. This is what Arkansas, Iowa, Tennessee, Vermont, and New Hampshire need to-day.

West Virginia has an able and progressive state superintendent, the Hon. B. S. Morgan, and a large number of teachers who are fully abreast with the times. She needs now to replace all inexperienced teachers with graduates of county or district normal schools.

The discussions and papers at the recent state associations of both West Virginia and Arkansas show that the leaders of thought in these states are fully equal to the best in the Union. Now these leaders need to combine for the purpose of increasing their number a thousand fold, for enthusiasm is more contagious than yellow fever. The spirit of Horace Mann lives in Massachusetts to-day. The earnestness of the pioneers of education in the West made it what it is. The United States needs intelligent and earnest leadership.

LAST year a group of college women, graduates of Vassar, Wellesley, and Smith, decided to locate at 95 Rivington street, in a district not criminal, but where

the people had to struggle for the maintenance of "fairly decent" existence. Their object was to show how the greatest amount of comfort could be obtained for the least outlay of money. Seven young women came to live as the other people of that locality with no servants. One was a physician, ready to write prescriptions for five cents, another a music teacher, giving lessons at correspondingly reduced rate. Then they took a little girl from the district to live with them. The first night she only removed her dress and shoes on going to bed. She was not severely rebuked, as that would imply she had not been well-taught by her mother. The child proved imitative, and the third night hung out her underclothing to "air." After two months she had so improved in neatness and faithfulness that she was able to take a position as housemaid in the upper part of the city, and her place was filled by another girl. The mothers are occupied with shop-work, and their daughters grow up without training. They have plenty of games and entertainment for the children who come, after school, on the day allotted them, and plenty of books to lend on library day. The cook is always ready to give recipes for wholesome, palatable, and economical dishes. The settlement does not attempt a mission or charity, but tries to touch the lives of these ignorant people at every point, and with helpfulness in every touch. The public baths opened in the basement, where a hot bath was offered for five cents, did not meet with much favor at first, but now they are in great demand.

DR. G. STANLEY HALL has collected data as to the character of children's lies and the occasion of them. He finds that with children, as with primitive people, the enormity of the lie depends largely upon whom it is told to. A great many children have persisted in lies, until asked, "Would you tell that to your mother?" Then they have confessed the falsehood. A lie to a teacher who is liked stands upon an entirely different moral basis from a lie to a teacher who is not liked. Lies to help people are generally applauded by children. One teacher reported to President Hall that she had been considerably saddened because her class of thirteen-year-old children would not apply the term "lie" to the action of the French girl, who, when on her way to execution, in the days of the Commune, met her betrothed, and, to save him from supposed complicity, responded to his agonized appeals, "Sir, I never knew you." To the minds of the children the falsehood was glorified by the love. He finds that a great many of children's lies spring from one of the most valuable and healthful of mental instincts. Children live in their imagination. The finest geniuses have shown this "play instinct" most strongly. Children who have this type of imagination most strongly developed are often the dullest at school.

THE JOURNAL has pointed out the need of an educational work outside of the school-room—especially in the cities. Such has been accomplished in Glasgow. Training in domestic economy and cookery, is imparted to the wives and daughters of working-men. A trained cook who is also a capable teacher, is employed throughout the whole year to conduct classes, and also to visit the homes of the working classes and give instruction to the women who desire it, but cannot attend the classes. During the past winter 3,751 have attended the cooking demonstrations, and 1,268 the meetings for practice. The girls attending these classes are not only taught how to cook, but have explained to them what the nutritive ingredients of food are, how they vary in amount in different foods, and how to reckon cost of nutritive materials. They are trained to provide dishes not only attractive and palatable, but also nourishing and at little cost. This work is done in some of the schools in this city for young women, but the Glasgow school reaches the homes. We ask the teachers to be interested in this matter.

THE School Guardian of England, a paper we like to read, says:

"We are not enthusiastic admirers of everything American, but there are some points on which we may with advantage take a lesson from our trans-Atlantic cousins. We refer now more particularly to the holiday trips arranged for teachers, and the reflection is forced upon us by the landing at Holyhead on Monday last of a party of about fifty American teachers, who had previously paid a short visit to Ireland. Most Americans of the upper and middle classes regard their education as incomplete until they have made a tour in Europe, and this is the spirit in which English teachers should regard a visit to the Continent. We do not know how far American teachers take advantage of their visits to Europe, to make themselves acquainted with the methods practiced in schools and other educational institutions, but apart from this consideration, the wider range of experience

and the increased culture gained by traveling have direct and powerful effects in improving the capacities of a teacher."

We believe the English teachers could come over here and see some things as cheaply as the American teachers can see Europe. A party could get round trips to New York City for \$100; if they will live economically they can board in most places at \$1.00 per day. They could visit the Catskills, Adirondacks, Niagara Falls, Washington, Philadelphia, and New York City, spending a month in all, for \$200—this to include travel and board. Let us hear from the *Guardian* further.

DURING our recent visit to Wheeling, W. Va., the funeral of Charles R. Shreve was attended at Martin's Ferry, Ohio, a village across the river from Wheeling, where for twenty-eight years he was principal and superintendent. A large concourse of old pupils followed his body to the grave, which will soon be marked by an expensive monument erected by the citizens of the place where for so many years he was an honored resident. This is as it should be. What a change would come over the educational face of the country if in every city and village the citizens could point to their old teachers as their most honored citizens. This does not apply to those who remain because of the ignorance of the people, but to those who stay on account of their intelligence!

FRANCIS J. CUMMINGS, principal of public school No. 71 on Heyward street, Brooklyn, fell from a window of the Peck Slip hotel, Brooklyn, at 1:30 A. M. July 6, and was instantly killed. He engaged a room at the hotel Tuesday night. It is supposed he was sitting near the window and fell asleep. He was only twenty-six years old, but he was regarded as a most efficient instructor. He was appointed principal September 24, 1889. Previous to that he had been instructor in rhetoric at Loyola college, Baltimore; principal of St. Mary's institute at Amsterdam, N. Y., for one year, and professor of Greek and rhetoric at Seton Hall college for two years. He was graduated from the Georgetown (D. C.) university. He was to have been married August 16 to Miss Katie McCaffrey, of Amsterdam, N. Y.

THE London school board is debating whether it shall furnish pianos to the schools. There seems to be some members who think that it will bankrupt the great city of London if a piano is put in each school. Let them understand that it is a very common thing over here for cities, and even small towns, to furnish pianos.

THE South Carolina state teachers' association recently visited Paris mountain, and liked the cool and healthful locality so well that they appointed a committee to procure a permanent site. It is believed that the securing of a permanent home for the association will result in a large increase of membership and usefulness, and as such mark an educational era in the state.

REPORTS from several institutions in the South show that education there is making good progress. During the past year Fisk university, Nashville, had an attendance of 523. The new workshop was opened at the beginning of the year. Talladega (Ala.) college had 512 students, and did good work in the line of industrial training. Great progress was made in the wood-working department of Straight university, New Orleans, as was shown by the exhibition given recently. The work at Tillotson institute, Austin, Tex., was marked by substantial results. Le Moyne institute, Memphis, Tenn., had a total enrollment of 620. Its seventy-eight graduates are nearly all occupying good positions as teachers. At the twenty-fifth anniversary of Trinity school, Athens, Ala., the speakers traced the progress of the institution from its humble beginning to its present prosperous condition.

WE are glad to welcome to the ranks of educational editors the Hon. Josiah H. Shinn, of Little Rock, Ark. The *Southern School Journal* has passed into his hands. With President W. H. Tharp, of Searcy college, as his associate, it is about as certain as human certainty generally gets to be that his paper will become one of the best south of Mason and Dixon's line.

HON. JOSIAH H. SHINN, of Little Rock, Ark., was unanimously elected president of the Southern Educational Association, which recently met at Morehead City, N. C. In his address of acceptance he placed the association right before the world, vindicated it from the aspersions cast upon it by designing men, and established the fact that this new organization had come

to stay, and fill the want of a Southern meeting never before filled.

Mr. Shinn is the nominee of the Democratic party for the office of state superintendent of public instruction; and as his party is largely in the majority in Arkansas he is certain of his election.

IF the editors of this paper had a personal spite or animosity against another of their craft or "any other man," they would not vent it in these pages. If we did, all decent subscribers would rightly say, "That is no affair of ours; keep it out of the paper. We will not take up your quarrels and do not want to listen to your tirades." In other words, the subscribers have some rights in the construction of a paper they pay their hard cash for; and so we think.

As an example of the different ways in which schools are managed to suit the different religious views of the patrons, the case of St. Patrick's school in Savannah, may be cited. Of this Mr. Arthur J. O'Hara is principal. It is a public school under the direction of the school board of the county. A half-hour before school the pupils are catechised in the Bible, etc., by the teachers who are Catholics. There are always some Protestant children in attendance. The teachers are examined by the school board, as are all the other teachers of the city.

WHO shall manufacture text-books? THE JOURNAL has held and still holds that it is a great mistake for a state to do it. Mr. Edwin Ginn takes the same ground:

"Indiana fixed a low price on the books for the whole state, and she got less for her money than before, and has now a set of books that no other community wants at any price, if free to choose. Minnesota has cheaper, but poorer, books than before the state established the book monopoly. Virginia and Washington have just decided what book shall be used for five years, not, however, without exciting considerable remark as to the results and the way they have been reached. California has gone into the publishing business on her own account, and the interest on what she has spent at 7 per cent. would probably supply every pupil in the state with books for all time. Notwithstanding this vast expenditure, the children are obliged to pay as much for these inferior books as they would have to pay for the best."

PROF. C. C. MILLER has resigned the charge of the schools of Ottawa, O., to accept the Sandusky superintendency. He is a graduate of the Ohio state university, and ranks high in the state. The nomination for state school commissioner in '89 was tendered him. Sandusky has made a good choice.

A LAW was passed at the last session of the legislature of New Jersey, making it the duty of the township boards of health to appoint, at their organization meeting, the township physician as health inspector, and naming among his duties the inspection of public schools.

A WRITER in the *Examiner* has a letter from a preacher who was the recipient this summer of a D. D., from a Baptist college, which has not sent out a single graduate. In this letter this was the spelling adopted. It certainly is not the "reformed spelling":

"Menchin, persude, metheods, permantin, aranged, resorces, cas, accordin, menchined, prepar, busines, onely, increas, in-creas, begining, hardly, wer, streath, indebtness, remaning, arrisen, easly, sufficent, vacent, possibilites, guarenty, safty, soal, comunity, pararie, slue, kneed, discussung, opinon, enterd, family, enroled, vigorous, planing, realy, convension, hed."

A BANQUET was given to the commercial club and the manual training school in Chicago, by John B. Drake, Esq., who in his speech of welcome dwelt with enthusiasm upon the benefits of manual training. Mr. Edson Keith, president of the club, said that the influence of the school would result in the establishment of a broader manhood and make young men better fitted for the struggles of life. Dr. Woodward, of St. Louis, referred to the success of the St. Louis manual training school. Dr. H. H. Belfield, principal of the school, pointed out the remarkable effects coming from the establishment of such a school.

M. W. HARRINGTON, for many years superintendent of schools at Bridgeport, Conn., has purchased the teachers' agency managed by W. D. Kerr. He is a good judge of teachers and will be able to be of service to those who are in search of good ones. In this new line of work he will have the good wishes of a vast number of friends. Such a man deserves success.

PROF. GUTTENBERG, of the Pittsburg high school, presented a paper at the National Association on the "Teaching of Science in Primary and Advanced Schools," that attracted very much attention. We give the substance of it in this number of THE JOURNAL, and ask for careful reading of it.

THE *Southwestern Journal of Education* for July has nearly a whole page drawn from our papers, but no credit is given. Why is this?

THE *Catholic Educator* copies two articles, covering nearly a page, without any thanks. Please credit us when you copy; it is the right thing to do.

D. R. AUGSBURG, author of "Easy Things to Draw," etc., is doing a good work in persuading the teachers to begin to draw at once. His talks on drawing at institutes are merely introductory to setting the teacher to draw. He gives satisfaction at institutes because the teachers "get hold of something;" besides, he imparts inspiration by his method.

PROFESSOR AUGUSTUS S. DOWNING was for three years principal at Fairport, and for eight years connected with the public school at Palmyra, acting as principal for two years, and for the past year has been an institute conductor in New York state.

As we predicted, the summer schools bloomed out extensively. The Interstate summer school has issued 908 diplomas already; the number, it is estimated, will reach 1,400, and the "enthusiasm is unbounded."

C. J. ANDERSON, a colored man who died recently in Texas, had accumulated some money, and in his will remembered Fisk university, from which he was graduated a few years ago, giving to the institution one thousand dollars. At a recent civil service examination at Knoxville, Tenn., there was one colored candidate, George W. Deadrick, and he made the highest average, and was appointed.

We mention these things because we think the solution of the "race question" is the same as the "question of the race"—education. In fact, there is no "race question"; do by the black as you do by the white—educate; that is, make them better for themselves, better for others.

IT has been well-known in this vicinity that, for some time past, a contest has been going on between Superintendent Maxwell and the principals of the Brooklyn public schools over the former's new system of credit marks for the pupils. This was ended this week in a victory for Mr. Maxwell. For several years pupils were marked at the end of each school day. This was changed a year ago so that they were marked at the end of each week. Now credits will be given only at the end of each month. Supt. Maxwell's argument all along has been that the object to be attained by study was not temporary excellence but permanent knowledge. He therefore thought that a credit based on the work of a week was preferable to one based on the labor of a day, and, as a natural consequence that the monthly marks would indicate more in the long run than those of a day or a week. The committee on studies, of the board of education, were so impressed with his views that they presented a report advocating the adoption of this monthly plan, which was done by a viva-voce vote.

For years THE JOURNAL has advocated less marking and more teaching and we are glad Brooklyn has placed herself right before the world. Her action will have great influence all over this country.

I ATTENDED the Glens Falls summer school, traveling nearly one thousand miles to do so, and I feel richly repaid. I now better understand what THE JOURNAL has meant in preaching the New Education. I could feel it in listening to the instruction there; thanking you for the aid you gave me, I am yours truly,

E. C. B.

THERE are more efforts, it seems to me, this year than ever before to exemplify the New Education. The summer school at Pottsville, Pa., directed by Prof. Frye, which I attended, was most remarkable in its utterances. It fairly made education appear to be a science; the child's mind was the objective point—how to arouse and mold it. Supt. Balliet was very popular and very clear in his talks on psychology! I got better ideas from him than from all the books I ever studied. The enthusiasm was contagious.

M. R. G.

When you ask for Hood's Sarsaparilla do not be persuaded to buy any other preparation.

BOOK DEPARTMENT.

NEW BOOKS.

THE ANNALS OF TACITUS. Books I.—VI. Edited, with Introduction, Notes, and Indexes. By William Francis Allen, professor of history in the University of Wisconsin. Boston : Ginn & Co. 444 pp. \$1.65.

This is one of the handsome text-books in the college series of Latin authors. The text was based on Halm's fourth edition of Tacitus, the deviations from that standard consisting largely in a closer adherence to the readings of the manuscript. The author was well fitted for the task of editing the "Annals" on account of his long and successful experience in teaching, his thorough scholarship, and his admiration for the Roman historian. The introduction includes sketches of Tacitus and Tiberius, a full account of the condition of the Roman empire at that time, and an extensive criticism of the language and style of the author. The student will find that there is much difference between the language of Tacitus and Cicero, but no more changes than have occurred in one hundred and fifty years of our literature. Little attention is given in the book to the commonplaces of grammar, but much to the peculiarities of style. A leading aim in the commentary is to present a connected view of the character and reign of Tiberius, and to trace the constitutional and administrative changes that took place under him. Much material that has accumulated through a long study of Tacitus has been freely used. The notes are numerous and placed conveniently at the bottom of the page. The appendix contains "Textual Notes," "Index of Proper Names," and "Index to the Notes." Classical students will appreciate the excellent plan of the book, and the value of the material contained therein.

A SHORT HISTORY OF THE UNITED STATES OF AMERICA. By Horace E. Scudder. New York and Chicago : Taintor Brothers & Co. Boston : William Ware & Co. 286 pp.

This history is intended for beginners, those who leave school at the age of fourteen or fifteen, and who, if they do not lay the foundation of a knowledge of the subject before that time, will be likely to remain practically ignorant of it all their lives. It has, therefore, been made extremely simple, and many dates and facts which some would deem necessary have been omitted. It scarcely need be said that the preparation of such a book is a difficult task. The artist, to make an outline drawing that is effective, must know where all the details should be placed. Mr. Scudder's history is an outline picture merely, but it gives all the main features of our national growth and development. The style is extremely simple, and the author has used the art of comparison in such a way that the meaning of difficult passages will flash instantly across the minds of his young readers. So condensed is the history that such important topics as "The Fight for America," "The French Lose America," "England and Her Colonies," "Why our Fathers Resist England," etc., are disposed of in from one and a half to four pages each. No pains has been spared to make the illustrations attractive to the young people. Each of the presidents and of the more distinguished statesmen is given a full-page portrait. The maps are clear and beautiful, and the general illustrations striking. This book is intended for use as a text-book, or for reading classes. Whichever way it is employed it will be a valuable help in instructing pupils in the duties of citizenship.

ELLIPTIC FUNCTIONS. An Elementary Text-Book for Students of Mathematics. By Arthur L. Baker, C.E., Ph.D. New York : John Wiley & Sons.

This volume was prepared for the purpose of smoothing the road to this subject, and also of putting within reach of the English student a tolerably complete outline of it, clothed in simple mathematical language and methods. Heretofore works on the subject, such as those of Abel, Euler, Jacobi, and Legendre, have been in a foreign language, and besides had the disadvantage of being very technical. In this the author has endeavored to use only such methods as are familiar to the ordinary student of calculus. Zero subscripts are used to indicate decreasing series in the Landen Transformation, and numerical subscripts to indicate increasing series. The Gudermann and Weierstrass functions are not referred to, as they are not within the scope of this work. Other interesting investigations have been left out for want of room.

A COMPLETE MANUAL ON TEACHING ARITHMETIC, ALGEBRA, AND GEOMETRY. By J. M. Greenwood, superintendent of schools, Kansas City, Mo. New York : Effingham Maynard & Co.

In the treatment of each branch two distinct lines of thought are developed—the historic phase on one hand, and the scientific methods of presentation on the other. The work is especially valuable from a historical point of view, as there is no complete history of the mathematical sciences, what is here given having been gathered from many sources. In presenting the method of teaching, each topic is discussed in detail, and the teacher is advised along what lines to work, and how the work may be successfully accomplished. Important matters are emphasized, and non-essentials kept in the background. In each science the author proceeds from the elements to more complex processes, explaining all points clearly and concisely. All essential points in the three branches of mathematics mentioned are covered, and in the treatment the author has not followed any of the beaten paths. The book furnishes in small space just the help that many teachers need. Supt. Green-

wood has a remarkable faculty of going to the heart of a subject, and his long experience as an educator gives his work in the line of methods an especial value. We especially commend it to the attention of teachers, feeling assured that all will be able to get some useful hints from it.

SHAKESPEARE'S MERCHANT OF VENICE. With Introduction and Notes. By K. Deighton, fellow of the universities of Calcutta and Allahabad. London and New York : Macmillan & Co. 174 pp. 40 cents.

This is another of the handy little volumes of Shakespeare, published by this firm, that have become so popular. Each volume contains a historical account of the play, an outline of it, the text of the play, and notes. The latter are sufficiently copious to clear up all dark passages. "The Merchant of Venice" is one of Shakespeare's most popular plays, full of interesting incidents, and free from the darkly tragic features that mark some of them. We think we can give no better advice to those who wish to become thoroughly familiar with this play than to read it in connection with the author's notes and comments.

THE PHONOGRAPHIC TEACHER. London : Isaac Pitman & Sons, 1 Amen Corner, Paternoster Row, E. C., and New York, 3 East Fourteenth Street. 46 pp. 15 cents.

MANUAL OF PHONOGRAPHY. Isaac Pitman & Sons, 200 pp. 40 cents.

Shorthand possesses a great charm to the average youth. Its circles, loops, dots, dashes, hooks, and curves, that multiply under the pen of an expert stenographer, have an element of mystery that captivates the imagination. When the novice attempts to produce these characters and read them afterward, he is likely to despair of ever rivaling the expert. Pitman has made the road to short-hand writing as easy as possible. It is surprising to see how much is included between the covers of "The Phonographic Teacher." To the beginner it may look complex, but comparatively little study is required on principles. The hard work will be found in the practice. The "Manual of Phonography" is a work suited to the one who wishes to report verbatim, and is provided with extensive reading lessons. Pitman's system is largely used in England, and we can safely say that no one will make a mistake by adopting it. The extremely low price of these books places them within the reach of everybody.

ARCHITECTURAL STUDIES. Part X.—Chapels and Churches. New York : William T. Comstock, 23 Warren street.

The large plates of churches presented in this collection are those submitted in a competition offered in *Building*; and many of them have never before been published. The designs include two prize designs and three honorable mentions. Both the exterior views and the ground plans are given with all the details, enabling one at a glance to obtain an idea of the proposed structure. There are suggestions in these designs of different styles of architecture, but the prevailing idea is gothic. They are intended principally for country churches, and from them those who are to erect future edifices could obtain many valuable ideas. The time is approaching when the unsightly country church, as well as the unsightly country school-house, will have disappeared. The box-like structure surmounted by a plain steeple, however well it may have suited our fathers or grandfathers, does not accord with the ideas the present generation have of a church. Such publications as this have a great educational influence, and therefore should be widely circulated. The publisher deserves the utmost encouragement in his work.

THE UNITED STATES ; ITS HISTORY AND CONSTITUTION. By Alexander Johnston, late professor of jurisprudence and political economy in Princeton college. New York : Charles Scribner's Sons. 286 pp.

This book was written by one who had a rare power of seizing upon controlling facts, and condensing them into continuous history without losing any of its life and spirit. Its contents first appeared as the article of the Encyclopedie Britannica on the history of the constitution of the United States. There are few details that the events of the past two years have modified and few that need to be supplemented. The author covers the whole ground from the period of discovery and colonization down to the present time. The work is valuable either for those who wish an introduction to American history or those who wish to be informed of the bearing of certain facts on the course of events. It is in fact one of the most useful contributions that have been made to our history and will be especially serviceable in our higher schools. In examining the volume one is surprised at its marvelous conciseness. Some idea of the ground covered may be obtained from the chapter headings which include colonization, the struggles for expansion, union, independence, and national government, the development of democracy, democracy and nationality, industrial development, and sectional divergence, tendencies to disunion, the civil war, the reconstructed nation, bibliography, presidents, and vice-presidents, and index. The latter is admirable. The student will appreciate the value of this, as well as of the side-heads throughout the book.

ANNOUNCEMENTS.

D. Lothrop Co. have had Elbridge S. Brooks edit two attractive books for them, "Out-of-doors with Tennyson," and "The Great Cities of the World."

SAMPSON LOW & CO., of London, who are to publish Mrs. Deland's new story, "Sidney," in London, anticipate a very large demand for it. There is no question that it is one of the best of recent serial stories.

The SCRIBNERS publish the third edition of the first volume of Donald G. Mitchell's (Ik Marvel) "English Lands, Letters, and Kings." The second volume recently published has sold proportionally well.

HOUGHTON, MIFFLIN & CO. have prepared descriptive catalogues, which they will send to any address on application, of such of their books as are on the official lists, of those suitable for school libraries.

D. C. HEATH & CO., Boston, will publish in September a "Brief Course in the Elements of Chemistry," by Jas. H. Shepard, professor of chemistry, South Dakota Agricultural College, and chemist to the United States experiment station.

GILL & CO. will have ready in September "Open Sesame!" edited by Mrs. B. W. Bellamy and Mrs. M. W. Goodwin. It is a collection of prose and verse, comprising more than a thousand selections carefully edited and arranged for committing to memory.

WILBUR B. KETCHAM, New York, has nearly ready "Concession of Liberalists," by Daniel Dorchester, D.D.

D. C. HEATH & CO. were awarded the silver medal at the Paris exposition for school and college text-books, and the honorable mention for excellence of workmanship and manufacture.

DODD, MEAD & CO.'S book, just published, "The Letters of the Duke of Wellington to Miss J.," furnishes opportunity for the study of a person of a very peculiar type.

SCRIBNER & WELFORD'S "Church and State" is a hand-book for Bible classes and private students. The author is A. Taylor Innes.

FUNK & WAGNALLS issue "Song Stories for Little People," edited by W. H. Luckenbach, D.D., a very pleasant collection of stories in verse.

BAKER & TAYLOR CO. issue "Talks with Ralph Waldo Emerson," by Chas. J. Woodbury, with a hitherto unpublished portrait.

MCMILLAN & CO. issue an edition of that charming work of Landor, "Pericles and Aspasia." It is illustrated with good photogravure plates from busts of Pericles, Alcibiades, and Aspasia, and a reproduction of an excellent portrait of Landor, by Bewick.

HARPER & BROTHERS' new publication, Howell's "Shadow of a Dream," will be eagerly sought for by admirers of that author. It is rather a study than a tale, and embodies most of the author's excellencies.

CATALOGUES AND PAMPHLETS RECEIVED.

What shall our Children Read? A paper read at the forty-fifth annual meeting of the New York State Teachers' Association recently held at Saratoga, by Prin. George E. Hardy, New York.

Pelroe College (Philadelphia) Annual. Twenty-sixth year, 1890-91. Thomas May Pelroe, A.M., Ph.D., principal and founder.

Bulletin of the Agricultural Experiment Station of Cornell University : "Experiences in Spraying Plants—(1) The Effect of London Purple and Paris Green upon Peach Foliage; (2) Trials of Nozzles."

The Forum Extra, July, 1890. Special Educational number containing "A University at Washington," by ex-President Andrew D. White; "Education in Boyhood," by Pres. Timothy Dwight, and a descriptive list of colleges and schools of a high character.

The Accretive System of Developing Memory and Thought. Address before the Cosmos club, Jersey City, N. J., September 23, 1890, by James Pierson Downs, Times building, New York.

MAGAZINES.

An English edition of *The Ladies' Home Journal* is to be brought out in London on a scale never before attempted by an American magazine, and Mr. Cyrus H. K. Curtis, proprietor of the *Journal*, and Mr. Edward W. Bok, the editor, have gone to Europe to perfect arrangements.

The authors of the life of Lincoln, just completed in *The Century*, Messrs. Nicolay and Hay, are to write several papers for the same magazine on Lincoln's personal traits. They are to appear during the coming volume.

Architecture and Building for some time has been gathering material for a special issue on school-houses and their construction. It is the intention of the publishers to make it the first number of the paper in October. The articles by specialists on the subject will be illustrated with full-page drawings.

"Glimpses of Log-cabin Life in Early Ohio," by Emanuel Spencer, in the August *Magazine of American History*, gives some interesting bits of local history. "Historic Houses and Revolutionary Letters" contains extracts from hitherto unpublished letters and documents relating to stormy scenes in the most exciting period of our country's annals.

Mrs. Elizabeth W. Champney, who is now abroad, contributes to *Harper's Bazaar* an article describing her experience of "Country Life in England." The same issue of the *Bazaar* contains the second instalment of papers on "Exercise for Women," by Emma Moffett Tyng, the subjects discussed being "Bicycles and Tricycles."

Babyhood for August cautions parents against allowing children to hear too much about "mad" dogs, since hydrophobia is so rare a disease that most physicians never in fact see a case of it, while lyssophobia (*i.e.*, dread of hydrophobia), a purely nervous affection, may, and sometimes does, prove fatal.

The Literary Digest is the name of a new weekly paper published by Funk & Wagnalls, New York. It is made up principally of extracts from the best magazines, both American and foreign, and is therefore, a condensed presentation of the current thought of the day. The selections are made with great care, and relate to politics, sociology, education, literature, art, science, religion, etc. Teachers, literary men, and others, will find it of great value.

The Journal of Education, of Madras, is at hand, and shows that they are moving there in the line marked off by the new education. The magazine contains a long article on "Manual Training."

A copiously illustrated account of the "Missions and Mission Indians of California," is contributed to the August *Popular Science Monthly*, by Henry W. Henshaw. Mr. Bernard Hollander, of London, has an illustrated paper on "Centers of Ideation in the Brain." It shows how the experiments of modern physiologists support some of the observations of the early phrenologists, though by no means endorsing all that the name phrenology implies. "Ancient and Modern Ideas of Hell," by Frederick A. Fairbank, will doubtless prove very seasonable just now when the air is full of the proposed revision of certain Presbyterian doctrines.

Mrs. Frances A. Humphrey, author of the new child's history, "How New England was Made," furnishes the August *Wide Awake* an interesting sketch of Lady Anne Lindsay, who wrote the famous old Scotch Ballad, "Auld Robin Gray." Anna Connolly Pollok, of the Washington cooking-school, will have an amusing cooking-school drama in the September number.

One of the most important contributions to *Christian Thought* for August is a paper by Dr. McCosh on "Evils arising from the church being controlled by the state." Among the other contributors are George Sexton, LL.D., Rev. Alan Campbell, Rev. Henry E. Dosker, and Prof. Bariuch.

THE PUBLISHERS' DESK.

Instead of being a tiresome exercise, reading may be made both pleasant and profitable by the use of the best books. Among those best books, and very near the head of the list, are the *Nature Readers*, *Seaside and Wayside*. Col. Francis W. Parker, Prin. Cook Co. Normal School, Englewood, Ill., speaking of these readers says: "Every child is a born naturalist—he loves nature—with an ardent, spontaneous love. This wonderful series directs and leads this spontaneity. We have tried the books in our primary schools, and can cordially recommend them." Geography, too, may be made pleasant as well as profitable, by the use of *Progressive Outline Maps*, printed in dim outline, to be traced and filled in by the pupil with the graphic representation of all kinds of geographical facts. Catalogue fully describing these and other books in all departments of school work will be sent free on application to Messrs. D. C. Heath & Co., publishers, 5 Somerset street, Boston; 18 Astor place, New York; 185 Wabash avenue, Chicago.

Fast Trains for Thousand Islands

Leave Grand Central Station daily, via New York Central at 4:50 P.M., with through Wagner sleeping car to Clayton, and at 9:15 P.M., with through Wagner sleeping car to Cape Vincent, via Utica, making direct connections with steamers for Alexandria Bay and Thousand Island resorts.

Time is money. Busy teachers realize this fact and thousands of them all over the country are availing themselves of the wonderful Mimeograph, patented by Thos. A. Edison, which makes three thousand copies of one original writing, drawing, music, etc., and fifteen hundred copies of one original typewriter letter. It is recommended by over forty thousand users. Send for circular and sample of work, to A. B. Dick Company, 152 Lake street, Chicago, or 32 Liberty street, New York.

Through Drawing-Room Car for Richfield Springs
on fast express train leaving Grand Central Station at 10:30 A.M., arriving Richfield Springs, 7:15 P.M.

"My face is my fortune, sir," she said. "This might be the case with many, if they would take pains to avoid or get rid of those unpleasant facial blemishes. One of the largest establishments in the world for the treatment of these and kindred blemishes is that of Mr. John H. Woodbury, Dermatologist, 125 West 42d street, New York.

Among the important text-books for elementary classes recently issued by the American Book Company, may be noted Appleton's Lessons in Geography for little Learners; Long's, Maxwell's, and Metcalf's Language Books; Eggleston's First Book in American History; Health for Little Folks; Johonnot & Bouton's Lessons in Hygiene; Kennedy's "What Words Say"; Johonnot's Natural History Series of Readers; Lockwood's Animal Memoirs; Krusi's Easy Drawing Lessons, and The Geographical Reader and Primer.

The Heart of the Alleghanyes.

Writing of a recent trip across the mountains of West Virginia a gifted journalist says:

"Twilight on the grade is grand. The mountain summits look like the bushy tops of trees. The sun has disappeared in a ball of fire at his 'jumping-off place,' but the vivid lighting of the western sky by the still upturned illuminating face below the horizon is in marked contrast to the gathering shades behind the rushing train. From shelf to shelf, from crag to crag, from brink to brink, we almost fly. Like a flashing transformation, rendering almost past belief the fact that the scene is in the midst of the Alleghanyes, comes a bit of landscape gardening with all the beauties of walks and hedges and bright hued flowers, a mountain brooklet tumbling through the center—Buckhorn Wall, the most noted and most admired view that can be had from any known point in the Alleghany range. To enable the road to span the tremendous gorges, a massive wall of cut stone was erected for a distance of several hundred feet, and more than a hundred feet above the foundation rock. As the river makes an abrupt turn at right angles, a deep canyon is opened up for miles. Range after range of mountains disappear behind each other. The shadowy outlines of single peaks steal out through the hazes."

This beautiful scene is on the Baltimore and Ohio R. R. near Grafton, W. Va. The entire line from the Potomac to the Ohio is

a majestic panorama of the grandest views on the continent and all endowed with historic interest.

Among the books recognized as leaders by practical teachers may be counted some on the list of Messrs. Porter & Coates, of Philadelphia, Chicago, and Boston. These include the *New Normal Readers*, *Buckwalter's Spellers*, *Dunglison's Physiologies*, *Practical Penmanship*, *Raub's Grammar* and *Brown's Elementary Algebra*, *Sharpless's Geometry and Trigonometry*, *Baker's Philosophy and Chemistry*, and *Scudder's Mythology*.

Of course you wish to improve your position in life, everybody does. Please remember that no fee is charged for registration in the American School Bureau, 2 W. 14th street, N. Y. It has excellent facilities, efficient service, and large business, not in collecting advance fees, but in providing competent teachers with positions. Vacancies are always on hand; address P. V. Huysson.

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Saratoga Specials via New York Central. Fast trains for Saratoga with through Wagner palace cars leave Grand Central Station via New York Central at 9:00 A.M., 3:30 P.M., and 7:30 P.M., and on Saturdays only, the Saratoga Limited, at 2:00 P.M.

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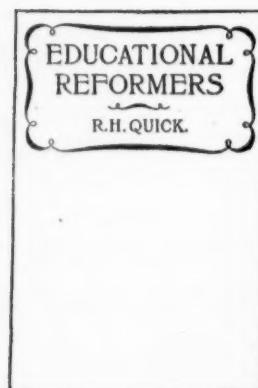
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Mr. Quick introduces the reader in a manner at once attractive and scientific to Rousseau, Pestalozzi, Spencer, Frebel, and to many other great teachers, amongst them Ascham, Montaigne, Ratich, Milton, Comenius, Locke, Basowod and Jacot. A general view of each of these is presented, together with such extracts or epitomes from their best work as will give their most valuable works to the teachers of to-day. These, however, are fortunately instinct with Mr. Quick's own spirit, which is no more advanced or trustworthy educational guide can be supplied. Thus there is a scholarly discussion of the educational precepts of each of these great reformers, criticising, emphasizing, or applauding their work in the light of the best modern thought. In the chapter upon Pestalozzi, for example, we have a brief but sufficiently complete account of his life, his early efforts, his education, even his courtship; the difficulties he met and the reverses, his temporary success, his death amidst apparent failure, and the final triumph that has crowned, and is crowning, his teachings. Then follows an analytic reproduction of Pestalozzi's ideas, his beliefs, theories, and teaching. In this way the reader becomes familiar, both with the educational thoughts of the world, and with the men that uttered them.

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A lady living near New York had a beautiful striped cat and a canary bird who became great friends. The cat enjoyed the singing, and watched the movements of Dick as he jumped from perch to perch, with the greatest interest. One warm day the lady raised the window to admit the balmy air, when the cage had not been properly fastened. Birdie sought its freedom instantly, flew out, and landed on the grass plot. Quick as thought the cat sprang for it, spreading her large paws so as not to hurt it, and held it until her mistress (who was lame) came down a flight of stairs to the relief of both. When Dick was within his gilded cage safe and sound, a happier "trio" could not be found than mistress, cat, and bird.

The famous St. Bernard dogs are very carefully trained. A traveler, who visited some of the monasteries of the monks of St. Bernard a few years ago, found the monks teaching their dogs from the earliest stages of puppy-hood. Not only is physical and mental training included in the teaching, but spiritual culture is by no means neglected. At meal-time the dogs sit in a row, each with a tin dish before him containing his repast. Grace is said by one of the monks; the dogs sit motionless with bowed head. Not one stirs until the "Amen" is spoken. If a frisky puppy partakes of his meal before grace is over, an older dog growls and gently tugs his ear.

A three-year-old boy fell from the Greene street wharf in San Francisco recently. A Newfoundland dog that had been playing with him jumped in and when the boy was rising for the second time grabbed him by the jacket and kept him above water. The animal swam around a ship that was anchored there, four times, but failed to attract any one's attention. Some workmen on the shore saw that the dog had something in his mouth and whistled. The dog then swam towards the end of the dock. A boat was lowered from the vessel and the child rescued.

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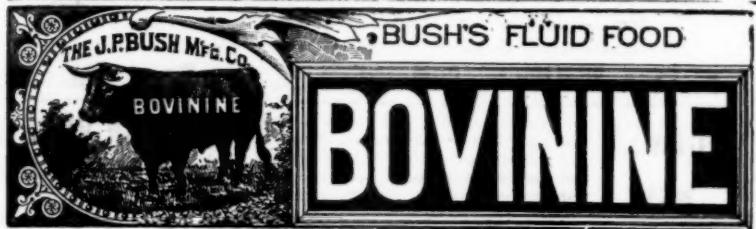
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